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A sound honors program in the high school has proven successful only when built upon a comprehensive program for highly able students begun in the elementary grades and continued throughout the junior high school. In order for this comprehensive program to operate at all levels, it is essential to establish coordination in three major areas. These areas are coordination within a subject content area, coordinated sequences and course offerings within the entire curriculum, and coordination in the mechanics and organization of the gifted program itself.

At the high school level gifted students receive benefits from several planned programs. The co-curricular program provides a variety of activities, clubs, and special programs to supplement classroom instruction. Some phases of the co-curricular program include seminars, leadership training workshops, summer school, individual and group guidance, and college and career conferences. Other programs designed for the gifted pupil include the advanced placement program, the college resource program, early admissions program, the student exchange program, and the tutoring and independent study program.

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A PROGRAM FOR
THE GIFTED STUDENT
IN THE
ABINGTON SENIOR HIGH SCHOOL

School District of Abington Township
Abington, Pennsylvania

March — 1961

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A PROGRAM
FOR THE GIFTED STUDENT
IN THE
ABINGTON SENIOR HIGH SCHOOL

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania

March - 1961

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PREFACE

During the past two or three decades several educational developments in particular have had tremendous impact in giving direction to more effective learning programs for the gifted. There has been an increasing emphasis on individual differences and their significance; there has been a widespread growth in all kinds of testing; and there has developed a deeper insight into the nature of the learning process. All these developments, with the impetus of rapid technological advancement, have resulted in a serious challenge to rigid, lock-step grade level standards which have been so characteristic of many educational institutions.

As a consequence, the past decade--and especially the last five years--has seen a greater emphasis on individualization of instruction for all children, but especially the gifted. Dissatisfied with past attempts to individualize instruction in the regular heterogeneously-grouped classroom, many schools have explored a diversity of approaches: ability grouping; acceleration of subject-matter content and course sequence; after-school seminars; advanced summer school classes; advanced placement; cooperative high school-college programs; and many others. However, too often such programs, admirable as they have been, have lacked consistency, coordination, and direction.

The program as outlined in this publication is an attempt to provide, in some degree, this consistency, coordination, and direction for the gifted students at Abington Senior High School, Abington, Pennsylvania. The Abington community is fortunate in having a good number of such gifted students. Their eagerness--and that of their parents--to extend their learning frontiers has been a strong impetus in the development of the gifted program.

The gifted program reflects some new practices and some old ones; Abington Senior High School through the years has made a number of approaches designed to challenge more fully the potential of the gifted. And this manual, of course, is not a final statement of an accomplished objective; rather it is an attempt to take stock of where we as a school and a faculty now are, what our thinking is, and what our future directions need to be. Rather than stressing elaborate philosophical and theoretical concepts, it aims throughout for conciseness and concreteness.

Implicit throughout, however, are the underlying philosophic assumptions that (a) within the context of education for all we need programs that do justice to the potentials of gifted children; (b) a variety of approaches are needed in providing a valuable curriculum for the gifted; (c) some coherent and consistent policy is needed in handling a complex and comprehensive gifted program; (d) the success of a gifted program is enhanced when there are clearly developed policies and procedures for implementation; (e) education for the gifted needs to be broad--involving not only the academic but also the emotional and personal aspects of human behavior; (f) gifted children are an incalcuable resource in terms of the nation's growth and security.

The writers wish to acknowledge their indebtedness to the following who have made the gifted study possible and who have contributed to the project: Mr. Elmore Pogar, Director of Guidance, who has been instrumental in developing many facets of the gifted program in the elementary and secondary schools; Dr. W. Eugene Stull, Principal, and Dr. Irvin A. Karam, Assistant Principal, who have provided the administrative leadership necessary to the success of any program for the gifted; and Dr. O. H. English, Superintendent, and Dr. Maurice E. Trusal, Assistant Superintendent, who have given district-wide leadership in support of the entire Township educational program.

The writers owe a special debt of thanks to those two groups who constitute the heart of our program: The Abington High School faculty who have taught our Honors classes; and our school's gifted students who have contributed so much to its success.

Carl J. Manone
Allan A. Glatthorn

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A PROGRAM FOR THE GIFTED STUDENT IN THE SENIOR HIGH SCHOOL

I. Introduction: A Frame of Reference

One of the basic tenets of the American public school system is that each child shall be provided those educational opportunities which will best advance his intellectual, social, and emotional maturity. Implicit in this tenet is a belief that appropriate provisions must be made for the gifted child to progress through school at a pace consonant with his maturity. Making such provisions is an endless task; it is also a challenge that constantly tests the resourcefulness, imagination, and vision of educational leaders. At Abington Senior High School many provisions, through the years, have been made. Refinement and enlargement of these provisions and the innovation of new ones are the pressing demands that lie ahead.

With the rapid growth of the school population and a concomitant increase in the number of gifted students in our schools, and with the increased nation-wide emphasis on the need to make optimum utilization of the talents of all pupils, it seems especially desirable at this time to take stock of our program for the gifted--to establish policy, to review background, to outline current practices, and to plan for the future.

A. Background of the Gifted Program

No sound program for the gifted can begin at grade 12--or at grade 10, 9, or even 7. Rather it is most effective and most educationally meaningful when it encompasses the child's entire school experience from elementary school through college. Thus the program for the gifted in the Abington Senior High School has enjoyed a high measure of success, we feel, because it has been built upon a sound, comprehensive program begun in the elementary grades and continued throughout the junior high school.

1. The Elementary School Program. The Abington Township elementary school program for the gifted is characterized by three significant provisions: (a) in schools large enough to have multiple sections in the same grade level, pupils, especially on the intermediate level, are grouped so that there is a reduced range in ability and achievement levels in each section; (b) teachers in all schools provide for enrichment of subject matter for the gifted pupil through individual projects and special group work; and (c) gifted pupils in grades 5 and 6 in all elementary schools may participate in after-school seminars, which feature programs in both the sciences and the humanities by experts and specialists from the community and from nearby universities. (See Exhibit A.)

2. The Junior High School Program. Special grouping, acceleration of content, and enrichment are provided for in the junior high schools to meet the needs of the gifted pupil. Pupils from all the elementary schools in the township are very carefully screened at the end

of sixth grade for possible participation in the junior high school gifted program. Special sections for the gifted who qualify have been organized in grades 7, 8, and 9 at two of the township's largest junior high schools. (Gifted students from the smallest junior high school attend classes at one of the other schools.)

But grouping by itself is not enough; a special program of accelerated content is also provided. Pupils study French four periods a week in grade 7 and four periods a week in grade 8, so that by the end of grade 8 they will have fulfilled the equivalent of one year of modern language study. They then study French II in grade 9.

In the area of mathematics pupils in grade 7 begin the NMSG (National Mathematics Study Group) program which will allow them to include the study of calculus by the end of grade 12. And gifted pupils in grade 9 study biology; they are thus able in senior high school to take more advanced science courses or to take a broader program in the humanities. In addition to the acceleration of courses, enrichment is provided in all classes through special projects, assignments, and individual research. Seminars in mathematics, science, and social studies in grade 9 add even further dimensions of stimulation and challenge. (See Exhibit B.)

3. The Senior High School Program. It would be unwise to regard the program for the academically talented with too narrow a view. Limiting its content to include only "academic" offerings, limiting its coverage to include only the exceptionally talented, or limiting its scope to include only formally structured programs--all these are unwise limitations which school policies and practices attempt to avoid.

   The program for the gifted must first of all be broad in its content. It is manifestly unwise to think of the program for the gifted in terms of only mathematics, science, foreign language, social studies, and English. A sound educational program for the gifted student will certainly include elective subjects that will permit him both to discover new interests and to develop in depth special talents and abilities. Subjects such as music, art, and public speaking can add new dimensions to the academic program of the gifted student.

   The provisions for the gifted at the senior high school are broad also in their coverage. To a certain extent, giftedness is relatively present in all pupils, and it is incumbent on the school so to structure its program and group its students that all pupils will benefit. In addition to its highly selective "Honors" classes described in this publication, the school also provides for ability grouping in mathematics and science courses for all ranges of ability. Such complete grouping makes it easier for the teacher to provide for individual differences in these content areas.

Finally, the provisions for the able student must go beyond special courses and special groups. All teachers in all subjects must share the responsibility of seeking out talent and ability whereever they may be found and of encouraging their fullest development. Through class enrichment activities and through special provisions for acceleration of content, all students must be given both the opportunity and the encouragement to move ahead on their own.

B. The Need for Coordination

As outlined above, a comprehensive program for the gifted is in operation in the elementary, junior, and senior high schools. It is essential, however, that such a comprehensive program be closely coordinated at all levels. This coordination will concern itself with three areas. First, there must be close coordination within a subject content area. For example, if the gifted pupil is to do well in the Advanced Placement English examination in grade 12, it is essential that his entire English program be carefully planned so as to avoid unnecessary duplication on the one hand, and to provide study in depth with a broad range of language experiences on the other. The second kind of coordination embraces the entire curriculum structure in terms of sequences and offerings. Of concern are such matters as the grade placement of academic subjects and the program of electives for the gifted student. For example, the kinds of advanced science courses the gifted high school student may take will be largely influenced by the specific science courses he was able to take in junior high school. The third kind of coordination involves the mechanics and organization of the gifted program itself--criteria for the selection of pupils, questions of grading and standards, programming, etc.

Coordination of the gifted program, in its broadest aspects, involves a total teaching staff and a total community. Support and encouragement can come only when people are informed of the purposes, policies, and procedures of the program, and where they are encouraged to share in the constant process of making the program better. Developing a broad base of support and understanding demands educational leadership of the highest quality. With reference to the three areas of coordination cited above, the primary responsibility for the first rests with the subject matter department chairman. The second area of coordination places major responsibility on the secondary school administrators working as a team; the third area requires a special program coordinator who possesses the responsibility and commensurate authority to administer and coordinate the total program.

The importance of coordination in all aspects of the Abington gifted program currently takes on even more crucial meaning as the growing township begins to move from its present 6-3-3 to a 6-2-2-2 school plan of organization. The new organizational plan, with specific reference to the gifted program, presents several decided advantages: Larger enrollments in each grade (7-12) in each school will make possible (1) more refined grouping of students at all levels; (2) more efficient assignment of teachers by assigning them full schedules in their major field; (3) more individualized schedules to provide for varying student interests, abilities, and future goals; (4) wider variety of elective offerings; and (5) more quantity of and variety in instructional aids and resources.

To capitalize most fully on these highly significant potential merits of the 6-2-2-2 plan, the three secondary units (7-8, 9-10, and 11-12) will have to function with clockwork precision. The answer to how well a student may do in the Advanced Placement examination in Spanish or mathematics in grade 12 will have its roots as deep as grade 7 and even earlier. Gifted minds are long in the building. How high they will grow depends on how broad is their base. Coordination certainly is involved, but so are educational leadership, imagination, vision and vigor, and the deepest sense of commitment to human values.

In the chapters that follow the principles, policies, and procedures that guide the organization and administration of the Abington Senior High School gifted program are presented. The final chapter contains a series of exhibits which are designed (1) to amplify some of the more generalized statements in the book and (2) to add a measure of concreteness that may make some of the policy or procedural comments a little more meaningful.

II. The Honors Program

A. Nature and Description

We feel that in general the following attributes characterize the Honors courses: (See Exhibit C.)

1. The course content for Honors classes differs in varying degrees from that for regular classes in both breadth and depth of coverage. Some twelfth grade Honors courses parallel in general the course descriptions outlined in Advanced Placement Program Syllabi published by the College Entrance Examination Board. In other courses there is much less similarity in content.

2. Honors classes provide more individual work, more opportunities for research, more creative work, more long-range projects, more individual conferences. Correspondingly, they devote less time to rote drill, memorization, and day-to-day assignments.

B. Programming

In planning the schedules of Honors students, we have followed these guidelines:

1. We believe it important that the gifted student take a full, well-balanced (rather than a highly specialized) academic program. It is also important that he make an excellent record in the subjects he is taking. It is likewise important that he have time for extracurricular activities and out-of-school interests.

2. We believe that individual programming of separate Honors sections is better than so-called "block" scheduling in which the gifted students are kept together for all major subjects. Individual programming provides for a more flexible program for the student, results in a more reasonable work load for the student, and permits greater individualization in terms of needs, abilities, interests, and goals. While Abington Senior High School's Curriculum Planning Guide specifies that all students must carry an academic program of no less than forty-five points (exclusive of health and physical education), it is expected that as a general rule gifted students will go beyond this minimum requirement.

3. We believe that rather than setting an arbitrary limit on the number of Honors courses a student may take, we can better help him arrive at a richly balanced program through individual counseling. Some students should not attempt more than one Honors course; others can very readily succeed in four or five.

C. Selection

Crucial to the success of any Honors program is the selection process. (See Exhibit C.) We are interested in finding gifted students who have creative and original minds, who have read widely, who can think maturely and independently, and who have good backgrounds in subject matter. We do not want to include the so-called over-achiever who through diligent study is earning high grades. In making selections we use the criteria and procedures indicated below:

1. The student must have a total intelligence quotient of 125 or more on a standardized group or individually administered intelligence test.
2. His scores on standardized reading achievement tests should show two years or more acceleration.
3. He must have made at least a B average in an allied course taken during the previous year.
4. He must be recommended by his teachers and his counselors.
5. Both he and his parents must be interested in his taking the course.

D. Grading

If we assume that the Honors classes will include the most able students in the total class and if we have programs that will stimulate and challenge these gifted students, then it would be expected that their report-card grades would normally fall within the upper ranges (represented by a B grade or better*). Grading an Honors student solely on the basis of how he compares with his own Honors class results in several disadvantages: it is unfair to him in terms of class ranking, it results in an unrealistic grade in terms of the total school population, and it would jeopardize the success of the Honors program with the student. We, therefore, grade Honors students according to the following provisions:

1. In grading all papers and tests, teachers assign a grade which reflects how that paper would compare with similar papers written by students in a regular college preparatory section.
2. Because of the nature of the work, the ability of the student, and the importance of class rank, a student in an Honors class who is satisfactorily doing Honors level work will not receive less than a B for the report card grade.
3. Any Honors class member who, by the end of the first report period, is not doing B quality work (according to the standards for regular

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*Abington Senior High School's grading system is as follows:

A	90-100	D	65-69
B	80-89	F	Below 65
C	70-79		

college preparatory sections) will ordinarily be dropped from the class as specified below. If a student's work falls below B level because of illness or other extenuating circumstances, the teacher, department head, counselor, and Honors Coordinator may decide to allow him to remain in the Honors section.

E. Additions and Withdrawals
Since no selection process is perfect and since gifted students will from time to time enter the school during the year, it is necessary to establish and follow a routinized procedure for adding to and dropping from Honors classes. (See Exhibit C.)

1. No Abington student may be added to an Honors class except at report period or semester time, and then only with the approval of the teacher, department head, guidance counselor, and Honors Coordinator.

2. Transfer students may be added at any time, but only after they have gone through the regular screening procedure and have the approval of those listed above.

3. Students who wish to drop from Honors programs must have permission of parents, counselor, teacher, department head, and Honors Coordinator, and may ordinarily drop only at the end of the first report period.

4. Teachers who wish to drop a student from an Honors class must process the withdrawal form through the department head and the Honors Coordinator, and must do so immediately prior to the end of the first report period.

F. Notifying Colleges and Employers
In order that a student who has successfully completed Honors courses at Abington may receive appropriate consideration, credit, and standing when he applies for college admission or a job, the following notation is included with the student's transcript:

> "This student has been enrolled in one or more of our advanced sections (indicated on transcript by the word 'Honors') in which carefully selected students participate in an accelerated program. Because of the nature of the work involved and the increased competition, grades earned in such sections indicate a higher level of achievement than similar marks in regular academic classes."

III. The Co-Curricular Program

A comprehensive program for the gifted student includes more than classroom instruction and formally structured learning. Through its co-curricular program Abington Senior High School provides a variety of activities, clubs, and special programs that are designed to assist the gifted student in fostering his social development, broadening his interests, and developing his special talents. The program includes:

A. Seminars

1. Mathematics and Science Seminars. These groups meet weekly in the evening for programs presented by experts in specialized fields of mathematics and science. Two groups are presently organized, with a total membership of fifty-five students: one group is for students in grades 9 and 10; the other, for students in grades 11 and 12. Students are selected for the seminar on the basis of a special aptitude test, intelligence and scholastic aptitude results, student and parent interest, teacher recommendations, and other pertinent test data that may be available. Programs are organized by a joint school-lay steering committee which includes a varied array of specialists from the community. (See Exhibit B.)

2. Social Studies Seminar. This group, presently comprising thirty-eight students in grades 9 to 12, meets weekly in the evening for programs in the broad areas of the social sciences. Selection process, organization, and structure are similar to those for the mathematics-science seminar. (See Exhibit B.)

A student may participate in only one of the above seminars. He may continue as a seminar member as long as he maintains satisfactory school progress. Although no grades are given and no academic credit is awarded, the student's membership in such seminars is noted on all transcripts. The seminar program has been developed cooperatively with the assistance of the Joe Berg Foundation.

B. School Clubs and Activity Groups

Although these activity groups are organized, of course, for the benefit of the entire student body, they do provide special opportunity for the gifted student to broaden and develop his interests and abilities. Meeting after school and in the evenings, the clubs develop their own programs under the leadership of faculty sponsors and student officers. During the school year 1960-61, twenty-four different club groups were functioning, with most of them meeting weekly or bi-weekly. (See Exhibit D.)

C. Electives in Special Academic Areas

Although a regular part of the high school curriculum, these elective courses are noted here because they do offer special opportunity for the gifted and talented student to develop abilities in certain areas not usually covered by traditional academic offerings. Many of these electives are offered two or three periods a week, permitting the gifted student to schedule them without limiting his regular academic program. A complete list of all electives offered may be found in the Senior High School Curriculum Planning Guide; special attention is called to the following as being of significance to the academically talented: art, economic geography, personal typing, creative writing, developmental reading, dramatics, journalism, public speaking, radio-television broadcasting, industrial arts, mechanical drawing, a cappella choir, band, chorus, music theory, orchestra, economics, sociology, and psychology.

D. Leadership Training Workshops

Sponsored by the Student Council, these annual workshops provide an opportunity for students with leadership potential to gain information and share ideas about problems and processes of organizational leadership. Clinics and discussion groups are held on such topics as parliamentary procedure, public relations, and faculty-student relationships. (See Exhibit E.)

E. Summer School

In addition to offering a remedial program, Abington's summer school also offers to the capable student an opportunity to take advanced and elective courses in many areas. These courses are taught by members of the high school faculty and carry full academic credit. The specific courses offered during the six-week summer session depend on student interest and staff availability. (See Exhibit F.)

F. Individual and Group Guidance

Throughout this report the importance of providing sound educational, social, and occupational guidance for the gifted has been stressed. It is vital that the gifted student be helped through counseling to achieve the following objectives: develop a realistic concept of self; undertake a full and balanced academic program; develop his social maturity; make wise choices of college and career. Through individual counseling by his guidance counselor, homeroom adviser, and classroom teacher, the school helps the student to achieve these objectives. In addition, group guidance is provided through large group meetings conducted by counselors and through regular class activities (especially in English and social studies) that have a bearing on college choice, career selection, self-understanding, and personal-social guidance. (See Exhibit G.)

G. College and Career Conferences

As has been noted, the problems of college and career choice are especially crucial for the gifted student; it is essential for the future of our nation that precious talent not be wasted. In addition to the counseling mentioned above, Abington Senior High School also organizes other programs in the two areas of college (includes all forms of post-high school education) and careers. Special assemblies are held throughout the year on choosing, gaining admission to, and succeeding in college. (See Exhibit H.)

A college night, dealing with problems, issues, and trends in higher education, is held for the benefit of the parents each fall. (See Exhibit I.)

Furthermore, representatives from colleges all over the nation visit the high school to meet with students and answer questions about their institutions; during the school year 1959-60, admissions officers and field representatives from some ninety colleges visited our high school.

A career day held every year in the school enables all students to get first-hand information about career opportunities and job requirements from adults currently working in the field. During the course of his three years in the high school, a student is thus able to attend conferences on six different occupational fields. In addition to the annual career day, assemblies, classroom career guidance, research papers, and special conferences are utilized to broaden the perceptions of students in relation to the difficult task of selecting a future occupation.

IV. The Advanced Placement Program

Increased attention is currently being directed to the adaptation of educational programs for the gifted, with special consideration being given to programs of advanced placement. Several different terms and concepts frequently used in discussions of college admissions and placement are often confused. The following brief definitions may be helpful:

A. Overview of Program

The Advanced Placement Program is a project of the College Entrance Examination Board. The Program encourages secondary schools to offer college-level courses for the gifted; provides course syllabi and examinations; develops, administers, and grades the examinations; arranges for training conferences for high school and college educators; and in general facilitates curriculum coordination and articulation between high school and college. Any high school may offer advanced placement work; no formal application or approval is required. Abington Senior High School maintains close contact with the Program and will give the examinations this year in its own building.

B. Advanced Placement Examinations

These are special three-hour essay examinations given by the College Entrance Examination Board in May of each year. There is a $5.00 registration fee and an $8.00 additional charge for each examination. Any high school senior may take the examination, although only students who have had special college-level courses are advised to take the test. If a student passes the examination, the college may give him advanced placement without college credit, advanced placement with credit, or no advanced placement or credit.

C. Advanced Placement Without Credit

Because of an entering student's ability and record, a college may decide to place him in a more advanced course in a given field. For example, a student with an excellent background in German might be placed in a second- or even third-year German course. This action will in no way reduce the number of semester hours the student is required to earn for his bachelor's degree. It will, however, provide opportunity for greater specialization or the selection of a wider range of college electives. A college may award advanced placement on the basis of its own placement tests, a student's scores in College Board Achievement and Aptitude Tests, or his performance on the College Entrance Examination Board Advanced Placement Tests.

D. Advanced Placement With Credit

In order to permit the gifted student to complete his college education in a shorter period of time or to take an enriched program in selected academic fields, a growing number of colleges are now giving able students both advanced placement and actual semester-hour college credit for freshman-level courses. Ordinarily, they will give such advanced placement and credit only to those students who get qualifying scores on Advanced Placement Examinations.

E. The Relationship of Abington's Honors Classes to Advanced Placement Examination Requirements

For many years Abington students have received advanced placement in English, foreign language, science, and mathematics on the basis of College Board scores, college-administered placement tests, and grades received in Honors courses at Abington. Prior to 1959-60, however, very few colleges were awarding advanced placement with credit. In previous years, therefore, Abington seniors were not encouraged to take Advanced Placement Examinations. During the past year, however, a rapidly growing number of colleges have begun to grant advanced placement with credit. Consequently, Abington Senior High School is now encouraging all qualified students (ordinarily, students who are enrolled in Honors courses whose content is closely related to advanced placement syllabi) to take the examinations. It should be noted, perhaps, that currently between 600 to 650 colleges and universities across the nation are granting advanced placement and many of these colleges are granting advanced placement with credit toward graduation.

A preliminary study of examinations and syllabi provided by the College Entrance Examination Board indicates that in certain subject matter areas the content of our Honors courses parallels very closely the advanced placement syllabi. In other areas, there is much less similarity in content. Furthermore, there is the problem of sequence. According to College Board policy, almost all Advanced Placement Examinations are taken in the senior year. The Board, however, does make provision for an examination to be taken earlier if a student feels that as a result of just having been enrolled in an advanced course he might do better by taking the examination earlier. Results of examinations taken before the senior year, however, are not forwarded to colleges until the student applies for college entrance in the senior year.

F. Addendum: Suggested Approaches to Implementation of the Advanced Placement Program

In the simplest terms, advanced placement implies advanced learning and advanced learning, in turn, implies advanced teaching. The task, then, succinctly stated, is the improvement of instruction for individuals of superior intelligence. How to fulfill this task is the educational leader's big problem, especially in an age of exploding knowledge, accelerating change, and mounting personal-social demands and pressures.

The implementation of an advanced placement program in Abington should give serious consideration to the following approaches:

1. Annual Subject-Matter Conferences. Each June the College Board sponsors advanced placement subject-matter conferences at centers throughout the United States. These meetings provide opportunities for high school and college teachers to meet and discuss their

subjects; to study and evaluate course descriptions, examinations, and grading of examinations; and to discuss ways and means of furthering the objectives of the program. In June of 1959, 1200 persons attended conferences at nine educational institutions across the nation. In the spring of 1961 it would be of value for Abington to have representatives (preferably department heads and/or the Honors teachers) at each of these subject-matter conferences.

2. College-High School Cooperative Activities. Providing high school students with college-level work strongly suggests closer high school-college working relationships. An honors high school English class, for example, will not meet the rigorous demands of the advanced placement examination merely by changing the course title or label. Basically, it is the instruction that must change. To stimulate positive instructional change on the high school level (and, in fact, on the college freshman and sophomore levels) teams of high school and college teachers are meeting during the summer and the school year at regular intervals to determine specific course content, to discuss and evaluate a variety of teaching methodologies, and to evaluate in general the problems of advanced placement teaching. While this approach is rather recent, the idea is catching on and now being developed in the State of Ohio, in the metropolitan area of Pittsburgh, and in other areas of the country. (See Exhibit N.) It is recommended that Abington, on its own or as part of a Suburban Study Group project, explore the possibilities of joint high school-college teacher teams that would focus on the development of college-calibre courses for superior students on the high school level.

3. Informing Students and Parents. The unusually rapid growth and development of the Advanced Placement Program has created on the one hand much confusion, and on the other high promise and hope. To clear the confusion and to capitalize on the hope, superior students and parents, who are at the heart of the program, need to be continuously and realistically informed. At Abington it is suggested that:

    a. each April all students interested in enrolling in Honors classes be given both a written outline and an oral description of the Honors program and its relation to advanced placement. (See "Honors Calendar," Exhibit C.)

    b. in the early part of January of each year, prior to the late January registration deadline for Advanced Placement Examinations, all Honors students in grades 10, 11, and 12 be assembled and informed of advanced placement purposes, procedures, examinations, grading standards, etc.

    c. each year, or every other year, parents, at an evening meeting, be kept abreast of Abington's development of the Honors program. A continuation of our school's close relationship with the Abington Association for Gifted Children is highly encouraged.

4. Recruitment of Teachers. Regardless of how well an advanced placement program is planned and organized, it can hardly succeed without teachers who possess depth in subject-matter content, skill and imagination in methodology, and insight and sensitivity with relation to human behavior. Abington in its continuing search for outstanding personnel must especially keep in mind the need for teachers of advanced placement courses. Some of these teachers of special talent we now have; their continued professional growth must be encouraged. Others are not now in our ranks; these we must attempt to attract to Abington.

5. Administrative and Curricular Considerations. The implementation of Abington's Honors Program so that an increasing number of students might take and successfully pass Advanced Placement Examinations should take into account the following considerations:

   a. the closer coordination and articulation of subject-matter sequences throughout the secondary, and in some cases the elementary, schools. To put it another way, if college-level courses are to be given in the senior year, the present senior year curriculum will have to be covered earlier.

   b. a re-examination of sequences (especially in social studies) so that most--or perhaps all--of the courses leading to Advanced Placement Examinations (Examinations cover eleven subject areas) will be taught in the senior year.

   c. the adjustment of class loads for teachers of Honors classes.

   d. budgetary provisions to cover the following costs:

      (1) supplementary instructional materials.
      (2) clerical assistance.
      (3) extended contracts for selected Honors teachers and/or Department Chairmen.

   e. the formation of a district professional committee, headed by an appointed coordinator, to direct the entire Honors Program.

V. College Resource Program

In the decade ahead closer working relationships between colleges and high schools will be imperative if college admissions practices are to be refined, and if curricular offerings are to be more effectively articulated. The fortunate geographic proximity of Abington to a considerable number of colleges and universities in the Philadelphia metropolitan area should help to encourage new cooperative efforts that will work in the best interests of our graduates seeking higher education.

Currently, Abington is capitalizing on--or planning to capitalize on--local college resources via the two approaches outlined below:

A. Special Programs Designed and Offered By Nearby Universities.

Last year the University of Pennsylvania made available to exceptionally gifted Abington High School students two scholarships for the College of General Studies. (See Exhibit J.) By means of the scholarships, the selected students would have been able to take one college course for credit during the regular school day. None of Abington's students who seemed to be qualified were interested in this program last year. Abington, however, will continue to work with the University of Pennsylvania in this program and will explore the possibility of similar programs with other institutions.

Students will be recommended for advanced work scholarships by the school counselors and by the Honors Coordinator. Of course, the responsibility for final selection of students will be the prerogative of the university. Students selected for the program will complete the form "Application for Advanced Academic Work." (See Exhibit K.) Credit for such courses will be awarded on the following basis: Three (3) college semester hour credits (as verified by an official college transcript or memorandum) are equivalent to five (5) Abington points. On the student's transcript to any college the course title, the sponsoring college or university, the dates of enrollment, the final grade, and the credit granted (both in terms of college semester hours and high school points) will be indicated.

B. Special Courses for Advanced Gifted Students.

Occasionally a gifted student (usually a senior) will wish to take during the regular school year at a nearby college or university an advanced course not available in our high school and not offered as part of the Advanced Placement Program. The student will be released early from school if necessary to take such a course when the following requirements are met:

1. The proper application form ("Application for Advanced Academic Work") is submitted and approved.

2. The student is accepted by the college.

3. The tuition for the course is not a responsibility of the school district.

4. The course is given at a time that will not seriously disrupt his entire schedule.

5. He continues to maintain satisfactory progress in his regular high school courses.

6. The student and his parents take full responsibility for providing the necessary transportation.

Credit for such courses will be awarded as indicated in program "A" on the preceding page.

VI. Early Admissions Program

With the rapid growth of Advanced Placement programs in high schools, the equally rapid growth of Advanced Placement work with credit by the nation's colleges and universities, and with the obvious importance of physical, social, and emotional maturity for college success, it is questionable whether it is educationally sound for a gifted student to enter college before he graduates from high school. (See Exhibit L.) Whether this gifted student should begin a full-time college program before he graduates from high school (sometimes termed "early admissions") is, of course, a decision that must be made primarily by the college admissions office, the student, and his parents, in consultation with the high school guidance and administrative staffs. A major factor in such a decision will be the intellectual, emotional, and social maturity of the student, and whether his total development will be better fostered by another year in high school or by beginning college a year earlier. The high school guidance staff will use its resources in helping parents, student, and college admissions personnel arrive at a sound decision.

If the gifted student is able to secure early admission to college (before he has completed his high school graduation requirements), he will receive his high school diploma and may participate in graduation ceremonies after he has successfully completed one year of college work. This ruling is in accordance with the recent recommendations of the Pennsylvania Department of Public Instruction (June 8, 1960). In all cases of early admission the counselor should indicate on the student's permanent record the college to be attended, the course to be taken, the bases for the early admission decision, and the date of that decision.

VII. Early Completion Programs

Whether a gifted student should be permitted to complete his graduation requirements for grades 10-12 in less than three school years (by taking advanced work in summers, by taking college-level courses after school or in summers, by taking five or six major subjects during the regular school year, etc.) is a decision that must be made by the high school itself. It has been our experience that the total personality needs of the gifted child are ordinarily best served by an enriched three-year senior high school program which will give him more and varied opportunities for the further maturing that should stand him in good stead in college. There may, however, be cases where an exceptionally gifted and mature student should be permitted to complete his high school education in less than three years.

The student interested in following the Early Completion Program must submit the "Application for Advanced Academic Work" no later than June of his tenth grade. This early application will permit the school's administrative and guidance personnel to review all the facts relative to the request and, if they grant it, plan a suitable program for the rest of his high school career.

Approval for such cases will be granted only when the candidate has excellent physical health, very superior intelligence (IQ of 140 or more), superior achievement (ranks in the first tenth of his class), and advanced emotional and social maturity. In any case, before a diploma can be granted, the student must successfully complete a 140-point program that includes the distribution requirement outlined in the Abington Senior High School Curriculum Planning Guide. According to policy statements by the Pennsylvania Department of Public Instruction, credit may be given for work done prior to grade 10 if such work is considered to be of tenth grade level or above. The Department states, in other words, that the grade level at which a subject is taken is irrelevant; the focus is entirely on academic content.

VIII. The Student Exchange Program

Any qualified student in Abington Senior High School is eligible to take part in our Student Exchange program conducted under the auspices of the American Friends Service Committee and actively supervised by Mrs. Edna Powell and the high school Affiliation Committee.

Formally recognized Exchange students from our school who spend a year abroad will receive fifty Abington points (twenty of which must be U. S. History and English) for all courses taken in approved secondary schools abroad. The evaluation of the exchange student's transcript and the granting of credit are the responsibility of the High School Principal, the Coordinator of Curriculum and Guidance, and the sponsor of the Affiliation Program. (See Exhibit M.) In computing class rank, grades earned abroad will not be averaged; rank will be determined by the average of only those subjects taken here at Abington. In forwarding his grades to colleges, a special supplementary transcript will be attached.

Since the United States History and English courses required for graduation are not customarily offered in schools abroad, the following requirements prevail:

A. The exchange student must take and pass United States History in Abington's summer school prior to his going abroad.

B. He must secure from the English department head a list of American literature to be studied while abroad and an outline of the writing he must do while abroad. On his return to Abington a year later, he must report to the English department head on the writing and reading accomplished. On the basis of this report, writing specimens, and other evidence of work completed, credit is granted or withheld.

IX. Tutoring and Independent Study Program

In addition to pursuing the more formal types of advanced and accelerated study, some of which have already been mentioned, gifted students occasionally seek advanced placement with or without credit on the basis of more informal, less structured approaches. Some of these approaches include:

A. Tutoring by parents. Parents who are extremely well qualified in certain subject areas (such as foreign languages, math, and science) ask if they may tutor their gifted son or daughter in order to obtain advanced high school placement with or without credit.

B. Tutoring by private teachers, subject-matter specialists (for example, a person skilled in a particular foreign language), retired teachers or college professors, etc.

C. Living abroad and studying independently. Students who spend a summer or two abroad can often gain a competent grasp of the language of that country through living with a native family and studying on an independent basis.

For a student engaging in any of the above approaches, no academic credit will be awarded. However, advanced placement (equivalent to one year in the subject studied) may be granted when the following conditions have been met:

AA. The proper application form ("Application for Advanced Academic Work") has been submitted and approved. As a general rule, if the student expects to seek advanced placement at a later date, he should file an application before independent study or tutoring begins.

BB. Qualifications of the tutor must be specified.

CC. Approval by department head who will (1) supply the appropriate instructional materials; (2) provide guidance relative to study approaches, resource aids, time schedules, etcl; and (3) outline specific criteria that must be satisfied over and above item DD below (e.g., in the foreign language field an oral examination emphasizing pronunciation and speaking proficiency is required; in chemistry the student may be asked to demonstrate in the laboratory his competency in the process of scientific inquiry).

DD. A grade of B (80%) or higher on a teacher-made final examination, and a score at or above the 80th percentile on a national standardized test.

X. College Level Radio and Television Course Programs

In recent years nearby universities and various educational and philanthropic foundations have offered early morning college-level courses on television and radio. For the most part these courses are intended for adults out of school or for teachers. While students are encouraged to listen and watch such programs if they are interested, they will receive credit for these courses only when the following requirements are met:

A. The proper application form ("Application for Advanced Academic Work") is submitted and approved.

B. The high school has officially registered with the sponsoring organization.

C. Certification by the student that he has listened to at least 80% of such broadcasts or telecasts.

D. Continuing conferences and instructional sessions with a member of our high school faculty (officially designated by the Principal) who is able to help him with such subjects.

E. Grade of C (70%) or higher on final examinations administered by the high school and/or the sponsoring organization.

XI. College Level Summer Program

Many universities and educational organizations, at home and abroad, are sponsoring summer programs for the gifted high school student. Abington students in the past have participated in such programs sponsored by the Telluride Association, the National Science Foundation, and Northwestern University School of Journalism. (See Exhibit J.) Students completing such programs will be given credit for such courses under the following provisions:

A. Prior application and approval on the "Application for Advanced Academic Work" form.

B. Grade of C (70%) or higher earned in the course.

C. In arriving at points to be awarded, the following formula will be used: 10 to 12 clock-hours of classroom instruction are equivalent to one point. Or, if semester hours are used, three (3) college semester hour credits are equivalent to five (5) Abington points.

XII. High School Level Summer Programs

As a matter of policy Abington encourages all students to participate in school programs, independent study, camping, traveling, and work experience. Gifted students, in particular, are encouraged to plan their summers wisely and productively. The Abington Summer School, in addition to providing remedial work for students who have failed courses during the academic year, provides a variety of elective courses for students desiring to do new and advanced work. (See Exhibit F.) Gifted students enrolling in the Abington Summer School may earn advanced credit by fulfilling satisfactorily the requirements for the courses in which they are enrolled.

Gifted students often seek permission to take high school level work at summer schools or institutes other than at Abington. The students' requests are generally motivated by the desire to extend their knowledge in a specific elective subject-matter field or to accelerate themselves in a particular required sequence. Credit for summer school work outside of Abington will be allowed only when the following requirements are fulfilled:

A. The student receives approval on the "Application for Advanced Academic Work" form.

B. The high school principal approves the summer school to be attended.

C. The student earns a passing grade of C (70%) or higher in the course.

XIII. Unfinished Business: The Challenge Ahead

Through the years Abington has been deeply concerned with providing a challenging educational program for its gifted students. The eleven programs that have been outlined in brief but rather specific terms in the preceding chapters represent Abington's efforts, via a variety of approaches, to fulfill more adequately the powerful potentials of its gifted students. The programs are neither final nor complete. They are not blueprints that lend themselves to blind, mechanical application. Rather, they are guidelines that represent the best thinking of the Abington educational staff at this time. With additional time, experience, and creative, analytical thought the programs will grow. Clarification, refinement, and more imaginative implementation will be needed. Leadership for meeting these needs resides primarily with the High School Principal, the Honors Coordinator, and the Coordinator of Curriculum and Guidance working in close cooperation with the department heads. As a team they can chart for the education of our gifted new, exciting approaches--now unknown--that wait restlessly for discovery.

CHAPTER XIV

EXHIBITS

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Elementary School Seminars: Letter to Candidates and Parents

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania

September 26, 1960

Dear Parents and Students:

During the school year 1959-60 about one hundred eighty students participated in the various seminar groups in the Abington Township Public Schools.

We are very pleased to announce our program for the current school year. Two groups have been organized for science and mathematics. In addition, a social studies seminar for selected students in grades 9, 10, 11, and 12 will meet for the second year. Plans are being formulated also to continue the elementary seminars for the academically talented for the third year.

The elementary seminar offers to selected groups of students interested in exploring and in learning about many fields including science, mathematics, literature, art, music, language, social sciences, an opportunity to participate in a varied program beginning sometime in November. This seminar is being conducted with the cooperation of the Joe Berg Foundation of Chicago, Illinois.

The groups will meet in the afternoon after school as an extra-curricular activity. The meetings will be held twice a month and will last approximately one hour.

We anticipate having from our community steering committees of qualified and interested citizens.

Student participants, presently in grades 5 and 6, will be selected after consideration of the following:

1. Results of special aptitude test.
2. Pupil interest and parent approval.
3. General scholastic achievement.
4. Faculty recommendations.
5. Reading comprehension and general aptitude.

Through the seminar we hope to encourage the development of intellectual curiosity by providing the means for students to explore many fields of human endeavor which may not be possible or feasible within the activity of a regular classroom. Further, it may help to guide students in determining fields of interest and ability as well as broaden the general cultural background of participants.

The organization and development of content for the group meetings will be directed by the steering committee and will take into consideration the interests of the participating students.

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Page 2

Those students who were members of a seminar group last year will be invited to continue. All other interested students in fifth and sixth grades are invited to apply for admission to the seminar. A preliminary screening test covering many types of items will be administered on October 4 and October 5.

Please fill out the application below, obtain your parent's signature, and return the form to your classroom teacher by Thursday, September 29, 1960.

Sincerely yours,

O. H. English, Superintendent of Schools
Mrs. Evelyn Lenner, Seminar Coordinator

- -

(Detach this portion and return by Thursday, September 29, 1960)

ELEMENTARY SEMINAR PROGRAM

1960 - 1961

Name____________________ School____________________

Address____________________ Phone No.____________________
(Including P.O.)

Teacher____________________ Grade________ Date________

I am interested in the proposed elementary seminar program and would like to take the special aptitude test.

____
Student's Signature

____
Parent's Signature

A-2

Elementary School Seminars: Invitation to Professional Staff

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania

To: Principals, Special Staff, 5th and 6th Grade Teachers

From: Evelyn O. Lenner, Seminar Coordinator

Date: November 29, 1960

The first meeting of the elementary seminar was held on Tuesday, November 22, 1960, at 8:00 P. M., at the Hamilton School. Parents were invited to attend this program which was a combined meeting of all four groups.

Mr. Werner C. Gleiter, Sonar Division, Antisubmarine Warfare Laboratory, U. S. Naval Air Development Center, Johnsville, Pa., gave an interesting and stimulating talk entitled "Science in Defense."

You are cordially invited to be present at any of the seminar meetings. If at any time you would like to attend a meeting, please contact me at the Administration Building prior to the time of the meeting. (Call Extension 211; if there is no answer, please call Extension 210 and leave a message.) The meetings are usually held at 3:30 P. M. and last approximately one hour. You will receive program schedules and summaries of the meetings of your group. The schedule for the various groups is as follows:

Group I	Highland, McKinley, second and fourth Thursday of each month
Group II	Overlook, Hamilton, Park, second and fourth Tuesday of each month
Group III	Cedar Road, Rydal, first and third Tuesday of each month
Group IV	Glenside-Weldon, Ardsley, North Hills, Roslyn, first and third Thursday of each month

Thank you for your cooperation. Your continued interest and support will be greatly appreciated. If at any time you have any questions or suggestions, please contact me. You are most welcome at any of the programs. We hope you will be able to attend a meeting sometime during the year.

Elementary School Seminars: Results of Student-Parent Survey

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania

September 20, 1960

THE ELEMENTARY SEMINAR - OPPORTUNITY FOR CREATIVITY

How can one educational program satisfy the varied expectations and intellectual levels of a heterogeneous student population? This is the question, in essence, which all schools must somehow answer. Yet, can there be a ready answer? Is it as elementary as assembling teachers and materials? Apparently more than these components are needed. It is rather that the problem can be resolved best through using ingenuity to create a variety of programs. To meet the challenge, Abington chose the seminar concept as one additional offering to its reservoir of provisions for its academically talented students. Meeting twice a month after school, four regional seminars have been functioning for two years. Programs have ranged over the gamut of human learning from space to pottery, from cartooning to musical composition. What has been the response to this innovation in the elementary curriculum?

At the close of the 1960 spring semester, surveys of both parents and children were conducted for the purpose of securing reactions to the program. These data follow.

PART I - Parent Survey

Question 1. How much did the seminar programs contribute to the education of your child?

> Apparently the parents of the seminar members felt the programs were of value to the overall education of the children. Ninety-eight per cent felt that the programs contributed from a moderate amount to a great deal.

2. In what ways did your child benefit from the seminar programs? Was there increased knowledge or interest in the following: Science, Literature, Improvement in Social Relationship, Music, Art, History, Mathematics, Hobbies, Development of a Project or Hobby?

> In order of preference, the following were identified as the most outstanding areas in which there was increased child knowledge or interest:
> 1. Science
> 2. Mathematics
> 3. Improvement in Social Relationships
> 4. Literature

It is interesting to note that eight parents detected child interest in a project or hobby. Also, it appears that the seminar groups are serving the social needs of the participants.

3. Has your child evidenced increased interest in areas of learning as a result of the seminar programs?

   A. Through Discussion:

   Ninety-nine per cent of the parents reporting felt there was increased discussion of the areas presented in the seminars. It appears that the programs are carrying over into the homes.

   B. Through Reading:

   A somewhat smaller percentage of parents, eighty-seven per cent, felt there was an increase in the amount of reading in the topics covered in the seminars.

4. In order of preference, list the three most outstanding programs.

   The selections attest to the variability of the children's interests:

   The Heart
   Archaeology
   Number Bases
   "Operation Laboratory"
   Probability
   Candidates, Conventions and Campaigns
   Stained Glass Windows

5. Evaluation of the programs as a whole:

   a. Level of Presentation

   Ninety-six per cent of the parents felt that the programs were within the level of understanding of the students.

   b. Breadth of Presentation

   The majority of parents, eight-five per cent, felt the programs were satisfactory as to the extent of coverage. Eleven per cent appear to have found them too narrow. These figures may reflect the range of individual differences in the group.

c. General Evaluation

In a summary rating, sixty per cent of the parents rated the programs as excellent.

PART II - Student Survey

Question 1. List the three most interesting programs:

Group I
1. Clinical Radiology
1. Making of Pottery
1. Probability
(all tied for first place)
2. The Heart
3. Acceleration
3. Between the Book Covers

Group II
1. Number Bases
2. Acceleration
3. Stained Glass

Group III
1. Candidates, Conventions, and Campaigns
2. Probability
3. The Human Brain

Group IV
1. Archaeology
2. Operation Laboratory
3. What is Chemistry?
3. Development of Our Language

In these data, it is interesting to note the close relationship of choices within the groups among the boys and girls and among the two groups, fifth and sixth grades.

2. Did you discuss the programs with your parents after the meetings?

Always - 50%
Usually - 40%
Occasionally - 10%
Never - 0

3. a. Have you talked to other children about the programs?

Always - 22%
Usually - 47%
Occasionally - 30%
Never - 1%

b. Where?

In class - 100%

4. a. Did you make any reports in class?

Yes - 66%
No - 34%

b. Sixty-three per cent volunteered to give a report, while 37 per cent were requested by the teacher.

5. Three programs about which the students wish to know more:

Those mentioned most frequently were:

Number Bases
How Your TV Is Made
Space
The Heart
Probability
Candidates, Conventions, and Campaigns
Archaeology

6. Did you learn any new occupations from any of the seminar programs?

Fifty-six per cent replied that they had not. This area might be explored by the classroom teachers.

7. Have you developed any new interests as a result of the seminar programs.

Seventy-five per cent of the students responded that they had developed new interests.

8. Have you done any reading on these subjects?

Seventy-one per cent had done some reading. Twenty-nine per cent had not. This latter ties in with the comments made in the parents' survey.

9. For 6th graders - Has the seminar meant as much to you this year?

Sixty-one per cent replied that it had meant as much the second year.

Evelyn O. Lenner
Coordinator

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Elementary School Seminars: Steering Committee

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania

ELEMENTARY SEMINAR FOR ACADEMICALLY TALENTED

STEERING COMMITTEE

1959-60

Mrs. J. Allen Butler - McKinley
283 Huron Avenue
Elkins Park 17, Penna.
TUrner 6-8296

Mrs. John Coram - Glenside-Weldon
616 Roberts Avenue
Glenside, Penna.
TUrner 4-8688

Mrs. Henry P. Doller - Roslyn
2489 Lafayette Avenue
Roslyn, Penna.
TUrner 6-9345

Mrs. Warren L. Eisenberg - Rydal
552 Hoyt Road
Huntingdon Valley, Penna.
WIlson 7-1677

Mrs. Howard H. Frey - Overlook
2036 Corinthian Avenue
Abington, Penna.
OLdfield 9-4083

Mrs. Robert F. Hagelin-Hamilton - Park
1376 Reservoir Avenue
Roslyn, Penna.
OLdfield 9-3419

Mrs. Charles C. Hileman, III, Cedar Road
1154 Beverly Road
Jenkintown, Penna.
TUrner 4-2338

Mrs. John Ladley - Ardsley
762 Penn Avenue
Ardsley, Penna.
TUrner 4-1712

Mrs. Frank A. Leidich - Rydal
59 Durand Road
Huntingdon Valley, Penna.
WIlson 7-1948

Mrs. Sydney Lesser - McKinley
360 Beaver Hollow Road
Jenkintown, Penna.
TUrner 7-8477

Mrs. Alfred McDowell - Highland
1338 Wheatsheaf Lane
Abington, Penna.
TUrner 4-8827

Mrs. Charles F. Otis - Overlook
1801 Acorn Lane
Abington, Penna.
OLdfield 9-2148

Dr. J. Perlingiero Randall - Highland
1174 Highland Avenue
Abington, Penna.
TUrner 4-8541

Mrs. D. Baird Roberts - North Hills
262 Edgehill Road
North Hills, Penna.
TUrner 6-5431

Mrs. Martin Shapiro - Cedar Road
1139 Boxwood Road
Jenkintown, Penna.
TUrner 7-1232

Mrs. Edward M. Williams - Glenside-Weldon
396 Keswick Avenue
Glenside, Penna.
TUrner 7-3556

Seminar Coordinator

Mrs. Evelyn O. Lenner
503 Inman Terrace
Willow Grove, Penna.
OLdfield 9-9591

or

Abington Township Schools
Administration Building
Abington, Penna.
TUrner 4-4700

Faculty Advisors

Mrs. Carmella Giles
Mrs. Elizabeth Ross
Miss Elizabeth Bowman
Mr. Morton Brooks
Mrs. Anne Dooling
Mr. Alexander Scott

Faculty Committee

Mrs. Evelyn Lenner
Seminar Coordinator

Mr. Elmore Pogar
Director of Guidance

Mrs. Grace Lockard
Elementary Psychologist

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Elementary School Seminar: Typical Program Schedule

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania

ELEMENTARY SEMINAR FOR ACADEMICALLY TALENTED
PROGRAM SCHEDULE

GROUP III - Cedar Road, Rydal

Tuesday, February 2, 1960 - Cedar Road School

"The Constitution of the United States"

Dr. John Pixton, Assistant Administrative Head
The Pennsylvania State University, Ogontz Campus

Dr. Pixton will discuss certain ideas in the Constitution of the United States, their origins, significance, and changes.

Tuesday, February 16, 1960 - Cedar Road School

"Promoting International Understanding Through Exchange Programs"

Moderator: John Polansky, President, Affiliation Group

Henning Storm, exchange teacher from Denmark - Mathematics teacher, Abington Senior High School, 1959-60

Bonnie Fox, exchange student to Kant Gymnasium, Berlin, 1958-59

Helen Hutcheson, exchange student to Lily Braun Schule, Berlin, 1958-59

Heinke Unholtz, exchange student from Lily Braun Schule, 1959-60

Ursula Todde, exchange student from Lily Braun Schule, 1959-60

Bernd Stolzenberg, exchange student from Kant Gymnasiu, 1959-60

The group discussion will give a background and history of the Affiliation Program. This will be followed by an interchange of viewpoints and ideas concerning impressions obtained while in a foreign country.

Tuesday, March 1, 1960 - Rydal School

"Cartooning"

Mr. Stanley Berenstain, cartoonist, writer

Mr. Berenstain will discuss cartooning. He and his wife work as a team. Some of their work and books will be on display.

Secondary School Seminars: Letter to Candidates and Parents

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania

April 27, 1960

Dear Parents and Students:

Abington Township Public Schools are again planning to offer to a selected group of students interested in mathematics, science, and social studies an opportunity to participate in a seminar program for the school year of 1960-61. This program has been in operation for two years in the mathematics-science area and for one year in the social studies. It was inaugurated with the cooperation of the Joe Berg Foundation of Chicago, Illinois, which offers "The Berg Plan for the Advancement of Science." We feel that this seminar program offers to superior students an unusual opportunity for enrichment and for experiencing depth in these fields.

The groups will meet on a seminar basis in the evening. We again anticipate having from our community and surrounding area a consultant staff of qualified specialists in their respective fields of study who will direct and present the seminar programs.

Student participants presently in grades 8, 9, 10, and 11 will be selected after consideration of the following:

1. Pupil application and parent approvel.
2. Results of specific aptitude test.
3. Faculty recommendation.
4. General ability and scholastic achievement.
5. Reading comprehension and general aptitude.

Through the seminar we hope to encourage the development of interest in the subject areas by providing the necessary background, experiences, information and some degree of specialization which may not be possible or feasible within the regular classroom. Further, it may provide opportunities for students to explore further a problem of particular interest to them. The organization and development of content for the seminar sessions will be determined by the Steering Committees of the respective groups and based on interests expressed by students.

Students are being invited to apply for admission to a seminar. Students may participate in only one seminar during a school year. Those who are in a seminar at the present time will be invited to continue in the same one next year.

Aptitude tests will be administered on Tuesday, May 10, to those who apply for admission. Please fill out one of the applications attached, obtain your parent's signature, and return the form to the proper teacher by Monday, May 2, 1960.

Sincerely yours,

O. H. English, Superintendent of Schools
Evelyn O. Lenner, Seminar Coordinator
Florence O. Benjamin, Social Studies
Coordinator

Secondary School Seminars: Social Studies Steering Committee

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania
September 1960

SOCIAL STUDIES SEMINAR
STEERING COMMITTEE

Dr. Sidney Axinn 1844 Rowland Road Abington, Pa.	Associate Professor Philosophy Temple University	TU 4-8319
Dr. Jacob W. Gruber 627 Wayland Road Plymouth Meeting, Pa.	Assistant Professor of Anthropology and Sociology Temple University	TA 8-0437
Dr. Walter L. Ferree Graham & Tallyho Roads Meadowbrook, Pa.	Professor of History Dean, Ogontz Campus The Pennsylvania State University	WI 7-2690
Dr. Ruth L. Higgins Greenwood Terrace Apts. Jenkintown, Pa.	Former Dean and Professor of History Beaver College	TU 4-3708
Dr. Dorothy Hutchinson 904 Rydal Road Jenkintown, Pa.	Lecturer Friends World Affairs Council	TU 6-9961
Dr. Nathaniel Jackendoff 2133 Parkdale Avenue Glenside, Pa.	Professor of Finance Temple University	TU 6-8933
Mr. Stephen J. Korn 1446 Rydal Road Rydal, Pa.	Attorney-at-Law Korn and Cohan	TU 6-4055
Dr. Murray Levine 1369 Clarke Road Roslyn, Pa.	Psychologist Devereux Schools	OL 9-9292
Mr. William R. Mattson 470 Abington Avenue Glenside, Pa.	President, Real Estate Board Chairman, Abington Township School District Authority	TU 6-9031
Mr. Russell Parkhouse 1903 Harding Avenue Abington, Pa.	Treasurer, Abington Township	OL 9-0264
Mrs. Louis Scowcroft 1962 Maplewood Avenue Abington, Pa.	President, League of Women Voters Abington, Cheltenham, Jenkintown	OL 9-4616

Mr. H. B. Sissell 2505 Fernwood Avenue Roslyn, Pa.	Associate Secretary, Department of Church and Society, United Presbyterian Church in U.S.A.	TU 6-5710
Dr. Jeanne L. Smith 167 Lookout Lane Willow Grove, Pa.	Assistant Professor of Psychology and Counselor, Ogontz Campus The Pennsylvania State University	OL 9-0616

Secondary School Seminars: Science and Mathematics Seminar Steering Committee

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania

1960-1961

STEERING COMMITTEE	SCIENCE AND MATHEMATICS SEMINAR
Dr. Robert F. Peterson, Chairman 1820 Edgehill Road Abington, Penna. OLdfield 9-2968	Organic Chemist Eastern Utilization Research and Development Division (United States Department of Agriculture) Chestnut Hill 7-5800, Ext. 335
Dr. D. J. Butterbaugh 1362 Woodland Road Rydal, Penna. TUrner 7-8067	Assistant Director of Research Rohm and Haas Company JEfferson 3-2000, Ext. 238
Dr. William J. Carr 1077 Wynnwood Avenue Abington, Penna. TUrner 6-3580	Assoc. Professor of Psychology College of Liberal Arts Temple University CEnter 6-4000, Ext. 170
Dr. C. Roland Eddy 3014 Limekiln Pike North Hills, Penna. TUrner 6-7885	Chemical Physicist Eastern Utilization Research and Development Division Teacher -- Temple University Chestnut Hill 7-5800, Ext. 345
Dr. Murray Gerstenhaber 915 Rydal Road Jenkintown, Penna. TUrner 7-3840	Assoc. Professor of Mathematics University of Pennsylvania EVergreen 6-0100
Dr. William T. Gray 521 Walnut Street Jenkintown, Penna. TUrner 6-9701	Senior Scientist Leeds and Northrop North Wales OXbow 9-4411, Ext. 506
Dr. Samuel Gusman 1538 Woodland Road Rydal, Penna. TUrner 4-9741	Research Supervisor Rohm and Haas Company JEfferson 3-2000, Ext. 564
Dr. R. C. Hutchinson 904 Rydal Road Jenkintown, Penna. TUrner 6-9961	Professor of Anatomy Daniel Baugh Institute of Anatomy Jefferson Medical College WAlnut 3-1100
Mr. Irving K. Kessler 1309 School Lane Rydal, Penna. TUrner 4-2173	Division Vice President and General Mgr. Airborne Systems Division Radio Corporation of America Camden, New Jersey 609-WO3-8000, Ext. PC 4021, 4022

Dr. James F. Koehler 739 Wyndale Road Jenkintown, Penna. TUrner 4-1575	Electronics Consultant
Dr. Walter S. Lawton 122 Heacock Lane Wyncote, Penna. TUrner 6-3825	Professor and Head of Mathematics Department Temple University CEnter 6-4000, Ext. 276
Dr. C. B. Lyon 1766 Old Welsh Road Abington, Penna. OLdfield 9-9540	Plant Physiologist Rohm and Haas Company Research Division STillwell 8-5501
Dr. George C. Nutting 1224 Jericho Road Abington, Penna. TUrner 6-8759	Physical Chemist Eastern Utilization Research and Development Division Chestnut Hill 7-5800, Ext. 285
Dr. Peter S. Olmsted 1445 Huntingdon Road Abington, Penna. TUrner 4-1260	Assistant Professor of Biochemistry, Obstetrics, and Gynecology Temple University Medical School BAldwin 3-8000, Ext. 557
Mrs. R. H. Overdeer 263 Wyncote Road Jenkintown, Penna. TUrner 7-6016	Dean of Women Assistant Professor of Mathematics Ogontz Campus, Penn State University TUrner 6-9400
Dr. Helmuth L. Pfluger 710 Pembroke Road Jenkintown, Penna. TUrner 6-7057	Head, Lab II (Polymerization) Central Research Laboratories Borden Chemical Company JEfferson 3-0900, Ext. 8
Mr. John E. Remich 1922 Maplewood Avenue Abington, Penna. OLdfield 9-2532	Manager, Technical Department Tec. Rep. Division Philco Corporation BAldwin 3-1800
Dr. Henry Stempen 426 Linden Avenue Glenside, Penna. TUrner 7-0570	Microbiologist Jefferson Medical College WAlnut 3-1100, Ext. 464
Mrs. Evelyn O. Lenner 503 Inman Terrace Willow Grove, Penna. OLdfield 9-9591	Seminar Coordinator (School Representative) Abington Township Schools Administration Building 1841 Susquehanna Street Abington, Penna. TUrner 4-4700

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania

SOCIAL STUDIES SEMINAR

DATA SHEET FOR SPEAKERS
1960-61

While Abington Township is in its third year of its math-science seminar program this is the second year for the social studies seminar. Both programs are affiliated with the Joe Berg Foundation, Chicago, Illinois. Beginning October 10, 1960, a group of thirty-eight students will meet weekly for the social studies seminar on Monday evenings at 7:30 p.m. for a period of two hours each evening.

Through the seminar, we hope to encourage able students with an interest in the social studies to develop their interest further by providing the kind of programs which will give them the opportunity to become acquainted with the broad scope of the social studies area, the research procedures used by social scientists, the kinds of activities engaged in by social scientists, and special areas of concern and study in the social science field.

Student participants in the social studies seminar number about thirty-eight and were selected after consideration of the following:

1. pupil interest and parent approval.
2. results of a test in social studies abilities.
3. general ability and scholastic achievement.
4. reading comprehension.
5. faculty recommendation and social studies grades.
6. personal interview.

The group selected represents both high ability and interest in the social studies field. It cuts across grade lines, 9 through 12, with the majority from the upper grades. A sheet is attached giving further information about the group.

The following suggestions are offered:

1. It is desirable, if possible, to give to students a week prior to the meeting a program sheet including reference suggestions. (One used by the seminar last year is attached.) If you wish us to mimeograph such a sheet, we would appreciate receiving the material on the Monday preceding the time scheduled for the program. (This may be sent to Miss Florence O. Benjamin, Abington Senior High School, Abington, Pennsylvania.)

2. The meeting will start promptly at 7:30 p.m. and should conclude promptly at 9:30 p.m. About 10 minutes should be allowed for introduction and announcements. A short break at 8:35 is suggested and then resumption of the program.

3. The use of visual aids is always effective. Should the speaker wish to use any equipment or wish to have display space, or maps, please make this known to Miss Benjamin, who can have it in readiness.

4. It is hoped that time will be allowed for questions and discussion. This group of students will participate actively if given the opportunity. If the speaker wishes, we will give 3 x 5 cards for recording questions which may be collected before the 8:35 break and grouped for answering, or he may simply wish to open it to questions from the floor.

5. Should the speaker wish to have any students participate in any way in his presentation, we suggest that students be given time to prepare adequately. Miss Benjamin can furnish names of students.

Meetings are usually held in the social studies wing of the Abington Senior High School. The social studies wing is adjacent to the bus loading platform on the second floor. The student parking lot (adjacent to swimming pool and cafeteria) is more convenient to this entrance. A map showing the location of the Senior High School is enclosed.

You are most cordially invited to attend a session prior to your program if you wish to observe the seminar group in action. Please phone Miss Benjamin at TUrner 4-4700 if you would like to arrange such a visit.

If we can be of help in any other way, please call Dr. Dorothy Hutchinson, chairman of the Steering Committee, at TUrner 6-9961; the member of the Steering Committee who contacted you; or Miss Benjamin at TUrner 4-4700, Extension 282.

We are most appreciative of your willingness to give your time to share your information and skills with these young people. Without the willingness of both our Steering Committee and our speakers who contribute their time and talents so generously such a program would not be possible. We hope you will find it a rewarding experience to meet with these young people--as we are sure they will find it so to meet you.

B-5

Secondary School Seminars: Typical Social Studies Seminar Program

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania

SOCIAL STUDIES SEMINAR

Date: Tuesday, March 22, 1960

Place: Abington Senior High School, Room 237

Introduction of Speaker: Dr. Nathaniel Jackendoff
Temple University
Program Chairman

Speaker: Dr. Gaylord Leroy
Department of English
Temple University

Topic: The Orwell of the 1930's and the Orwell of the 1950's

Suggested Reading:

Animal Farm, Orwell

1984

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania

SCIENCE AND MATHEMATICS SEMINAR - GROUP B

Date: Thursday, October 20, 1960

Place: Abington Senior High School, Room 127

Topic: "The Various Meanings of Probability"

Program Chairman and Speaker: Dr. C. B. Lyon
Plant Physiologist
Rohm and Haas Company
Research Division

Who stole the cookies and who got "whapped"? Did you get the grade you expected on that exam? Did you talk Dad into an extra contribution for that last date? How do you make decisions? Are you willing to take a chance? How big a chance and what kind? You have been calculating probabilities all your life. You will continue to do so for the rest of your life.

Outline of Program:

- A. Can we define the term probability?
- B. History of the development and applications of the theory of probability.
- C. The foundations of the history of probability.
- D. Characterizing population
  1. General
  2. Problems of sampling.
  3. Sampling from a normally distributed population.
- E. The application of probability to "conflict" situations.
  1. General
  2. Summary of 2 x 2 methods.
  3. Examples - the river tale, the birthday, the huckster.

Reference:

Williams, J. D., The Compleat Strategyst, McGraw-Hill, New York, 1954.

C-1

Honors Program: Summary of Enrollment

ABINGTON SENIOR HIGH SCHOOL
Abington, Pennsylvania

1960-61

SUMMARY OF NUMBER OF STUDENTS ENROLLED IN HONORS SECTIONS

I. Breakdown by number of Honors classes student is enrolled in:

Grade	Taking One Honors Class	Taking Two Honors Classes	Taking Three Honors Classes	Total	Percentage of school enrollment
10	25	15	17	57	8%
11	33	19	6	58	10%
12	23	30	2	55	10%
Total	81	64	25	170	9%

II. Breakdown by sex:

Grade	Boys	Girls	Total
10	31	26	57
11	32	26	58
12	31	24	55
Total	94	76	170

Honors Program: Class Enrollments

ABINGTON SENIOR HIGH SCHOOL
Abington, Pennsylvania

HONORS CLASS ENROLLMENTS
1960-61

Subject	Grade	Section*	Teacher	No. Enrolled
English I	10	A	Mrs. Hensley	21
English I	10	B	Mr. Fleming	21
English II	11	A	Mr. J. Smith	16
English II	11	B	Dr. Glatthorn	19
English III	12	-	Mr. Lucian	22
Biology	10	-	Dr. Vandling	16
Physics	11	-	Mr. Erb	19
Chemistry	10	-	Mr. Messinger	24
Chemistry	12	-	Mr. Messinger	15
U. S. History	11	-	Mr. Wolf	17
Problems of Democracy	12	-	Miss Benjamin	19
Latin III	11	-	Miss Lobach	19
Plane Geometry	10	-	Mr. Kreider	24
Algebra III	12	A	Mr. Hubley	12
Algebra III	12	B	Mr. Woodruff	17
				281

Number of Sections - 15

Number of Subjects - 11

Number of Teachers - 14

Average Size of Class - 19

*Students were sectioned on the basis of rostering convenience, not ability.

Honors Program: Calendar

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania
Honors Program, 1961-62 Abington Senior High School
June, 1961

HONORS CALENDAR

1. Teacher forms given to subject teachers in grades 9, 10, 11. Senior high department heads will distribute them for grades 10, 11; junior high counselors, for grade 9. Do this by March 13.

2. Subject teachers complete their forms by March 24.

3. By March 27 subject teachers should submit their completed forms to their guidance counselors (to guidance secretary in senior high school). The counselor and/or secretary should then list alphabetically on the "Combined Honors Recommendations" form all students who have been recommended by any teacher, and also add the names of any likely candidates who have not been recommended by subject teacher. Follow these instructions in supplying the information required:

Column 2.	IQV--list verbal IQ. IQM--list math or non-verbal IQ. PSV--list PSAT verbal scores, for present juniors only. PSM--list PSAT math scores, for present juniors only.
Column 3.	List standardized reading score by grade level, where such scores are available. Indicate grade norm.
Column 4.	Transfer to the sheet any pertinent standardized achievement scores either reported by teachers or available from guidance offices. Use percentiles.
Column 5.	Counselor should make recommendations as to how student's personality traits, family background, emotional stability, and maturity equip him in general for Honors work. Use following code: 1--a student whose traits qualify him beyond doubt for Honors work. 2--a student who might qualify, but who is slightly handicapped in these respects. 3--a student who should be definitely eliminated for Honors consideration because of personal, emotional, or social factors.
Columns 6,7,8,9,10,11--	The counselor and/or secretary should transfer to the appropriate column the subject teacher's recommendations, using the same figures used by the teachers. Merely draw a line ----- if no recommendation was made. Put this in the block marked "T."

4. Counselors will then turn over these completed compilations to the appropriate department heads by April 10. (Junior high counselors should mail them to senior high department heads.) Department heads should review all the data supplied, and then use the following code in making their recommendation in the block marked "D": 1--This student is to be invited to join our department's Honors section. 3--This student is not to be invited to join our Honors section. In making this preliminary screening, department heads should probably select 1½ times the number of students they finally expect to select. By April 24, department heads should complete their recommendations and send the forms to Allan A. Glatthorn, Honors Coordinator.

5. On the basis of all the departmental recommendations, the guidance secretary will then complete the student invitation forms and send them by May 1 to the students involved. When the students return their forms to the counselor, the secretary at the high school will then enter in block "SP" the student-parent decision, using "Y" for "Yes" and "N" for "No."

6. By May 8 the guidance secretary will re-submit the completed forms to the department heads, who will once again review all data, including the student's decision. At this stage the department head may wish to do further screening with an interview, test, or review of sample of student work. If such is done, he records the results in the block marked "FS," using the code: 1--outstanding; 2--good; 3--not qualified for Honors. The department head also enters in the block "FA" (final action) his final decision concerning the student, using the code: 1--definitely want student included; 2--student may be considered if later openings develop. The number of "1's" which you indicate will constitute the honors class size for the next year.

7. By May 15 the department head will submit this final recommendation to Allan Glatthorn who will both make up one complete master list of all action taken and separate subject lists of students to be included.

8. By May 22 the guidance secretary will submit the subject lists to department heads and all subject teachers involved, who will then inform the students in their classes. Guidance secretary will also record information on course selection cards.

Honors Sections, 1961-62

The following Honors classes are planned for the year 1961-62:

ENGLISH	IA, IB, IIA, IIA, IIIA, IIIB
FOREIGN LANGUAGE . .	Latin III, IV
MATHEMATICS. . . .	Plane Geometry, Grade 10 Intermediate Math Functions, Grade 11 Geometry and Functions, Grade 11 Math Analysis, Grade 12
SCIENCE	Biology Chemistry, Grade 10 Chemistry, Grade 12 Physics
SOCIAL STUDIES. . .	American History Problems of Democracy - World Cultures

Honors Program: Combined Recommendation Form

ABINGTON SENIOR HIGH SCHOOL
Abington, Pennsylvania
1961

Combined Honors Recommendations

Grade ____________________

					Recommendations - use 1, 2, or 3						
1	2	3	4	5	6	7	8	9	10	11	12
Name of Nominee	IQ	R D G/ N=	Standard Achieve.	Couns. Rec.	English I II III (Circle one)	Math Pl.Geom-10 Analysis-12 (Circle one)	Science Chem.10 Chem.12 (Circle one)	Science Bio.10 Phys.11 (Circle one)	Soc. St. Am.Hist.11 P.O.D. 12 (Circle one)	Latin II-Gr.10	Comments
	IQV		Sub %ile		T	T	T	T	T	T	
	IQM		- - - -		D	D	D	D	D	D	
	PSV				SP	SP	SP	SP	SP	SP	
	PSM		- - - -		FS	FS	FS	FS	FS	FS	
					FA	FA	FA	FA	FA	FA	
	IQV		Sub %ile		T	T	T	T	T	T	
	IQM		- - - -		D	D	D	D	D	D	
	PSV				SP	SP	SP	SP	SP	SP	
	PSM		- - - -		FS	FS	FS	FS	FS	FS	
					FA	FA	FA	FA	FA	FA	
	IQV		Sub %ile		T	T	T	T	T	T	
	IQM		- - - -		D	D	D	D	D	D	
	PSV				SP	SP	SP	SP	SP	SP	
	PSM		- - - -		FS	FS	FS	FS	FS	FS	
					FA	FA	FA	FA	FA	FA	
	IQV		Sub %ile		T	T	T	T	T	T	
	IQM		- - - -		D	D	D	D	D	D	
	PSV				SP	SP	SP	SP	SP	SP	
	PSM		- - - -		FS	FS	FS	FS	FS	FS	
					FA	FA	FA	FA	FA	FA	
	IQV		Sub %ile		T	T	T	T	T	T	
	IQM		- - - -		D	D	D	D	D	D	
	PSV				SP	SP	SP	SP	SP	SP	
	PSM		- - - -		FS	FS	FS	FS	FS	FS	
					FA	FA	FA	FA	FA	FA	

C-5

Honors Program: Letter to Teachers

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania

March, 1961

TO THE TEACHERS:

We would like to begin the process of selecting our pupils for our Honors sections. We would like your help in making this selection. The following information should be of assistance to you in making your selection.

What is Honors work? Honors classes are special classes for gifted students. The courses provide for more intensive study, more independent work and more advanced study of subjects not usually covered in the ordinary course.

What kind of student do we want? We want gifted students (IQ 125 or more) who have creative and original minds, who have read widely, who can think maturely and independently, and who have a good background in subject matter. We do not want the above-average over-achiever who through diligent study is earning high grades.

How do you recommend them? List their names on the attached sheet and fill in any information which you have readily available. Give this sheet ("Teacher Honors Recommendation") to your counselor, he may add other names or more information and then forward a combined list to the department head. At this stage do not tell a youngster that he has been nominated since many who are nominated are later eliminated; do not ask for "volunteers" or ask the counselor for test data.

How are candidates finally chosen? After reviewing all the records, the department head will select those students who seem worthy of consideration. He will possibly administer additional tests. He will also try to interview each one briefly. On the basis of the test, the interview, and all the other available data, he will make a final selection. A list of selected candidates will then be sent to the counselors and teachers, and all students will be notified by letter of the final action.

Note: Please fill in the attached form according to the following directions:

Column 1 - - Put student's last name first. Print
Column 2 - - First semester grade in subject. Use letter grade. Ordinarily we would expect a minimum average of B.
Columns 3, 4 - - Enter appropriate subject achievement test scores, giving name of test, norms used, and percentile scores.
Column 5 - - Use the following code: 1--an outstanding gifted student who qualifies beyond doubt for Honors work. 2--an above-average student who might qualify because of special factors.
Column 6 - - Make any comments you wish that will aid in the selection process.

C-6

Honors Program: Teacher Recommendation Form

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania
May, 1960

School ______________________

Teacher's name ______________________

Recommendations for ________ grade

Honors ______________________
(subject)

1	2	3		4		5	6
NAME OF NOMINEE	FIRST SEMESTER GRADE IN SUBJECT	STANDARDIZED ACHIEVEMENT		STANDARDIZED ACHIEVEMENT		TEACHER RECOMM.	COMMENTS
		Name, Norm	%ile	Name, Norm	%ile		

C-7

Honors Program: Letter to Students Nominated

ABINGTON SENIOR HIGH SCHOOL
Abington, Pennsylvania

March, 1961

HONORS PROGRAM

TO THE STUDENT:

You are being considered as a possible candidate for the Abington Senior High School Honors Program. In order to help you and your parents decide whether you can profit from this program, we have tried to answer below some of the questions you would probably like to raise.

1. Why am I being considered? On the basis of your scores in intelligence and achievement tests, your grades in school, and the recommendation of your teachers and counselors, you have been singled out as having superior ability.

2. How will the final choice be made? A limited number of students can be selected for each Honors section. After we give you other tests, and consult further with you and your teachers, we shall make a final choice among those who are definitely interested and qualified.

3. What is the Honors Program? It is a special program for superior students who are given the chance to work together in special classes. The usual Honors class has very little work on the fundamentals of the subject; we assume you have mastered the basic skills. Instead there is more emphasis on creative work, independent research, and advanced study in the field.

4. What disadvantages are there? It is reasonable to suppose that you will have more work to do. The greater amount of reading, studying, and independent research will probably require more of your time.

5. What advantages are there? If you continue to do the Honors level work which we expect, you will qualify for Honors grades; i.e., your report card mark will not be less than B. You will be in a class with students of similar ability. You should find the work more interesting and challenging. You should learn much more about the subject you are studying, and you will be doing advanced work. Your membership in this section will be noted on your permanent record and your college transcripts. For the most part, of course, how much you get from your Honors Program depends greatly on you.

6. If I am chosen this year, does that mean I'll always be included in the Program? If I am not chosen this year, will I have another chance? Membership in this Program is a privilege that you must constantly earn. Each year we re-form all sections. Changes are made if the student feels the work is too difficult for him or if the teacher feels there are others more deserving.

7. How do I indicate my interest? Talk it over with your parents; on the basis of your common decisions, have them encircle "yes" next to the subject if you both decide you should take the Honors course indicated, and "no" if you both decide you should not take the Honors course indicated. Have your parents sign the slip, and you bring it back to your counselor at once.

- -

Student's Name ______________________________

You are being tentatively considered for the following Honors course(s):	Student/parent decision(s)
1. ______________________________	yes - no
2. ______________________________	yes - no
3. ______________________________	yes - no
4. ______________________________	yes - no

Parent's Signature: ______________________

C-8

Honors Program: Addition-Withdrawal Forms

Abington Senior High School   Abington, Pennsylvania

ADDITION TO HONORS SECTION--CONFIDENTIAL

Student's name ____

IQ ______   Reading score ______   Other test data ______________________

Student is coming from (name of school or kind of class) ________________

Add to Honors sections ______________________________________

Grade earned in previous class ______

APPROVED: (in following order)

1. Counselor ______________
2. Dept. Head ______________
3. Coordinator ______________
4. Teacher ______________

(When teacher has indicated final approval, the form should be returned to the guidance counselor, who will make the necessary schedule change.)

- -

Abington Senior High School   Abington, Pennsylvania

WITHDRAWAL FROM HONORS SECTION

Student's name ____

Honors section student is withdrawing from ______________________

Reason for withdrawal ______________________________________

____

Recommended or requested section placement ______________________

APPROVED (if request is student initiated, parent must sign first)

1. Parent ______________
2. Teacher ______________
3. Dept. Head ______________
4. Coordinator ______________
5. Counselor ______________

(After all have approved, counselor will make necessary schedule changes and file the form in the student's folder.)

Activity Program: Schedule

ABINGTON SENIOR HIGH SCHOOL
Abington, Pennsylvania

SENIOR HIGH SCHOOL ACTIVITY PROGRAM

SCHEDULE OF MEETINGS

1960 - 1961

Organization	Day	Time	Room
Affiliation Committee Mrs. Edna Powell	2nd & 4th Tuesday	3:30 p.m.	254
Bible Club Miss Dorothy Lemmert	Tuesday - Weekly	3:30 p.m.	Audion
English Club Dr. Allan Glatthorn	Wednesday - Monthly	3:30 p.m. or 7:30 p.m.	216 Lounge
Future Business Leaders of America Mr. Robert Miller	1st & 4th Monday	7:15 p.m.	Audion
Future Homemakers of America Miss Jane Davis	1st Monday	7:30 p.m.	Home Ec.
Folk Lore and Folk Music Society Mrs. Pansye Powell	Alternate Thursdays	3:30 p.m.	245
The Forum Mr. Edward Wolf	3rd Thursdays	3:30 p.m.	245
French Club Miss Helen Black	Monday - Monthly	3:45 p.m.	249
Ghost Patrol (Spirit) Mr. Dominic Lessa	2nd & 4th Thursday	7:00 p.m.	Caf. B
Ghost Writers (Junior Historians) Miss Ruth Krapf	2nd & 4th Wednesday	3:30 p.m.	237
Girls' Interscholastic Athletic Club Miss Jane Oswald	2nd Thursday	7:00 p.m.	P216
Key Club Mr. Dominic Lessa	Monday - Weekly	7:30 p.m.	233
Latin Club Miss Catharine Lobach	Wednesday - On call	3:30 p.m.	251

D

Page 2

Leo Club Mr. Frank Sauter	1st & 3rd Monday	7:15 p.m.	237
National Honor Society Mr. William Young	On call	7:45 a.m. or 3:30 p.m.	213
Penna. Future Teachers of America Miss Grace Davis	2nd Monday	7:00 p.m.	233
Photography Club Mr. Mitchell Batoff	Tuesday - Weekly	3:30 p.m.	131
Spanish Club Miss Carmela Finelli	Alternate Thursdays	3:30 p.m.	255
Student Council Miss Helen Clark	Wednesday - Weekly	Periods 1 to 6	Audion
Student Service Corps Miss Helen Clark	On call	On call	A115
Varsity A Mr. Charles Schneller	Alternate Thursdays	7:30 p.m.	211
Wheel Club Mr. Herbert Kerchner	Wednesday - Weekly	7:30 p.m.	233

E

Leadership Training Workshop: Typical Program

ABINGTON SENIOR HIGH SCHOOL
Abington, Pennsylvania

LEADERSHIP TRAINING WORKSHOP

sponsored by

THE STUDENT COUNCIL

Wednesday, October 12, 1960

* * * * * * * * * * * * * * * * * * * *

7:00 OPENING SESSION 233

Devotions . . . . .Wm. Fegley, President, Class 1962
Flag Salute . . . . John Graf, President, Class 1961
Greetings . . . . Doug Blazey, President Student Council
Purpose of Workshop. . . . . Miss Helen Clark, Sponsor
Guest Speaker. . . . . .Dr. I. A. Karam, Assistant Principal

7:30 CLINICS

For Presidents and Vice Presidents - Miss Krapf 237
For Secretaries - Miss Pletz. 238
For Treasurers - Mr. Miller 239
For Sophomores and New Student Council - Miss Clark 240
For Others:
1. What are the responsibilities of committee members and the chairman?. 241
2. What are the basic standards for an effective organization? .242

8:15 - 9:00 DISCUSSION GROUPS

1. How can we increase school spirit? 237
2. How can your organization raise more money? 238
3. What are the elements of parliamentary procedure and how can it help your organization to function more efficiently?. 239
4. How can you acquaint and interest the student body with the activities and accomplishments of your organization?. 240
5. What are the basic standards for an effective organization? 241
6. What part can student leaders play in interpreting student thought to Faculty and Administration?. 242

9:00 - 9:45 GENERAL SESSION 233

How would an Inter-Club Council benefit all clubs in A.H.S. - Doug Blazey

9:45 - 10:00 CLOSING SESSION

Three minute reports on discussion groups.
Evaluation
"What Are You Going To Do About It?" - Thomas Huster, Vice President
Student Council

F

Summer School: Letter to Parents and Students

ABINGTON SENIOR HIGH SCHOOL
Abington, Pennsylvania

January 6, 1961

To the Parents and Students:

What will you be doing next June? It seems like a silly question to ask in January, but we are making plans already for expanding our summer school offerings, if there is sufficient interest, and we can make sensible plans only if we have some idea now of your desires.

We are mailing the questionnaire home this year since numerous parents mentioned that they never received the one sent home last year with the students. Please read this questionnaire thoroughly. Discuss it tonight and return it completed to your adviser BY THIS THURSDAY MORNING (January 12, 1961) if you are interested.

On the pages attached we have listed several advanced credit courses with brief descriptions of content, fees, and credits. We are not concerned at this time with make-up courses. Read them over and then check your answers to the questions below:

1. If an advanced credit course (credit granted towards high school graduation) can be scheduled that will appeal to you, and if a charge of approximately $15.00 - $40.00 (depending upon the number of hours, credit points, etc.) is made for the course, would you be interested in taking advanced work this coming summer?

   YES__________ NO__________ UNCERTAIN__________

   If UNCERTAIN please explain:____
   ____

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2. If an advanced credit course can be scheduled that will appeal to you, and if no charge at all (or a nominal charge of $10.00 or less) is made for the course, would you be interested in taking advanced work this coming summer?

   YES__________ NO__________ UNCERTAIN__________

   If UNCERTAIN please explain:____
   ____

If you have answered "YES" or "UNCERTAIN" to either or both of the first two questions, go on with the rest of the questionnaire. If you have answered "NO" to questions 1 and 2, you need not complete the rest of the questionnaire or return it.

F

Page 2

After reading the course descriptions on the attached sheets complete the section below and turn in only this sheet to your adviser. HOLD ON TO THE COURSE DESCRIPTION PAGES FOR POSSIBLE FUTURE REFERENCE.

If you would like to take a course not described on the succeeding pages, please list and describe it to the best of your ability. We will do our utmost to obtain an instructor if we have enough students interested to make a class.

Summer School for 1961 will run for a period of six weeks from June 21 through August 2 for both make-up and advanced courses. PRELIMINARY REGISTRATION FOR ADVANCED COURSES WILL TAKE PLACE DURING THE THIRD WEEK IN APRIL. A NON-REFUNDABLE DEPOSIT OF $10.00 WILL BE REQUIRED AT THAT TIME.

After reading the course descriptions found on the following pages, put an "X" in the column which best indicates your interest. Check one column only.

Student's Name____________________________ Home Phone Number______________

Junior High Students Indicate Their School___________

Parent's Signature__________________________

Course Title	Definitely interested and willing to pay stated tuition	Possibly interested and willing to pay stated tuition	Definitely interested ONLY if there is a nominal charge	Possibly interested ONLY if there is a nominal charge
Advanced Composition				
Art Workshop				
Auto Maintenance				
Chemistry				
Choral Music				
Civilization of Western Europe				
College Orientation				
Creative Writing				
Develop. Reading				
Dramatics				
Industrial Arts				
Notehand				
Personal Typing				
Physics				
Public Speaking				
Radio-Television Broadcasting				
Study Skills & Vocabulary Devel.				
Symposium of Great Books				
Vector Algebra				
Vector Geometry				
Matrix Algebra				

List below and describe to the best of your ability any course, not mentioned above, that you would be interested in taking.

DESCRIPTION OF COURSES

The grade level mentioned indicates the grade the student will be entering for the 1961-62 school year.

ADVANCED COMPOSITION - (3 points) - Open to all students grades 10 - 12.
A course designed for the college-bound student who wishes to improve his composition writing skills. This is not a remedial course, but an advanced course in composition which will stress expository, factual, and technical writing of the kind demanded by colleges. Course meets one hour per day.

Tuition: $15.00

ART WORKSHOP - (3 or 5 points) - Open to all students grades 9 - 12.
Pupils study line, color, texture, and design. Instruction includes the techniques of water, oil painting, and crafts. Students are offered experience in creation and composition. Instruction and project work will be on campus, supplemented by one or more field trips to art museums.

Time: 8:30-10:30; 10:30-12:30
Tuition: $20.00 for one session
$35.00 for two sessions

AUTO MAINTENANCE SHOP - (3 or 5 points) - Open to all students grades 10 - 12 except those in Vocational Auto Shop.
A course for those who wish to learn the fundamentals of auto mechanics and the techniques of making simple repairs on their own cars. Students will be given an opportunity to work on their own automobiles under faculty supervision. Course open to girls also. Student may attend both sessions for 5 points.

Time: 8:30-10:30; 10:30-12:30
Tuition: $20.00 for one session
$35.00 for two sessions

CHEMISTRY - (10 points) - Open to students in grades 11 and 12 only who have achieved an academic average of B or better during the past year
The systematic study of the properties of typical elements and their compounds. The student looks at the atomic structure of these compounds and makes a survey of their relationships to each other. Modern concepts derived from the "Continental Classroom" are used frequently. Course meets 4 hours daily with a ten minute break each hour.

Tuition: $40.00 (Includes laboratory fee)

CHORAL MUSIC - (3 points) - Open to all students grades 9 - 12 inclusive.
This course is designed to develop the skills and enjoyment of part-singing; and to grow in the knowledge of the dynamics, correct phrasing, fine tone, and blend. Class will be two hours in length.

Tuition: $20.00

CIVILIZATION OF WESTERN EUROPE - (10 points) - Open to all students grades 10 - 12.

A historical and cultural approach to the study of Western European traditions, practices, and problems in the context of travel and observation, general sight-seeing, lectures, discussions, reading, and talks with outstanding European nationals and average citizens.

Basic Tour of 44 Days: $1,284.00 - visiting 10 countries
Complete Tour of 58 Days: $1,839.00 - visiting 13 countries

Interested students may secure additional information from Mr. William Haynes of the Social Studies Department.

COLLEGE ORIENTATION - (no credit) - Open only to high school graduates.

This course is designed to prepare students for the special problems of college life. Such problems as planning your time, developing special college study techniques, choosing courses and curricula, adjusting to college social life, and taking college examinations will be discussed. Visits to local college campuses and guest lecturers from nearby colleges will be included. Course meets one hour per day.

Tuition: $15.00

CREATIVE WRITING - (3 points) - Open to all students grades 10 - 12.

Learn how to write poetry, the short story, the character sketch, and the play in this workshop course which will emphasize practice in and criticism of these various forms. Students who like to write and are interested in developing their writing ability should enroll. Course meets one hour per day.

Tuition: $15.00

DEVELOPMENTAL READING - (3 points) - Open to all students grades 10 - 12.

This course will stress the development of high-level reading techniques for students who have the basic skills but wish to improve and develop them. Speed reading, skimming, critical reading, and basic comprehension techniques will be stressed. Modern reading machines will help you develop your reading ability. Course meets one hour per day.

Tuition: $15.00

DRAMATICS - (3 points) - Open to all students grades 10 - 12.

Do you like to act - or would you like to learn? Then take this summer course which will teach you subjects such as make-up, voice projection, body movement, and role playing through the dramatization of actual scenes and plays. Course meets one hour per day.

Tuition: $15.00

INDUSTRIAL ARTS - (3 or 5 points) - Open to all students, boys and girls, age 12 and above.

An opportunity to work in wood, leather, plastics, metal - and to make useful objects. Learn how to operate the basic metal and wood-working machines. Students may attend both sessions for 5 points.

Time: 8:30-10:30; 10:30-12:30
Tuition: $20.00 for one session
$35.00 for two sessions
+ cost of materials

NOTEHAND - (3 points) - Open to all students grades 10 - 12.

This course is designed to enable students to take more useful notes from reading and listening, for the preparation of reports, speeches, articles, and research papers. It emphasizes note-taking and note-making based upon the principles of taking notes (listening, thinking, selecting, organizing, and writing). It is not a course of verbatim recording. Course meets one hour daily.

Tuition: $15.00

PHYSICS - (10 points) - Open to all students grades 11 and 12 who have successfully completed both Algebra I and Algebra II and who have achieved an academic average of B or better during the past year.

This physics course is designed to contrast classical and modern physics with particular attention to the atomic and nuclear aspects of each. Emphasis will be placed upon the student learning to think and moving on his own initiative rather than upon memorizing facts. Course meets 4 hours daily with 10-minute breaks each hour.

Tuition: $40.00

PERSONAL TYPING - (1 point) - Open to all students age 13 and above.

A course designed to give the non-commercial student an introduction to typing knowledge and skills for his own personal use. It covers a knowledge of the keyboard, typewriter care, and the fundamental skills of typing. Course meets one hour per day.

Tuition: $15.00

PUBLIC SPEAKING - (3 points) - Open to all students grades 10 - 12.

This will be a practical course in all phases of speaking - panel discussion, debate, conversation, formal and informal speech making, diction, and enunciation. Students will record and criticize their own speeches and voices. Course meets one hour per day.

Tuition: $15.00

RADIO-TELEVISION BROADCASTING - (3 points) - Open to all students grades 10 - 12.
A workshop in broadcasting and announcing techniques. Students will prepare and produce their own radio shows. Various types of radio and television shows will also be analyzed and discussed. Course meets one hour per day.

Tuition: $15.00

STUDY SKILLS AND VOCABULARY DEVELOPMENT - (3 points) - Open to all students grades 10 - 12.

This course should profit all who feel they need to improve their study habits. There will be intensive analysis and extensive practice of such study skills as mastering the text, preparing for examinations, developing concentration skills, memorizing techniques, and taking tests. Course also provides class drill and discussion of such topics as word origins, word roots, spelling rules, word analogies, and word use. Course meets one hour per day.

Tuition: $15.00

SYMPOSIUM OF GREAT BOOKS - (3 points) - Open to all students grades 10 - 12.
An intensive study of major works by English, French, Russian and German authors, such as Thomas Mann, James Joyce, Albert Camus, Boris Pasternak, Joseph Conrad, and Thomas Hardy; a consideration of their purposes and achievement against the background of our changing world culture; a special emphasis on literary techniques developed by these writers; and, above all, time for a free interchange of ideas in discussions designed to fit the needs and interests of the college-bound student. Course meets 2 hours each Monday, Wednesday, and Friday.

Tuition: $15.00

*VECTOR ALGEBRA - (5 points) - Open to all students entering grade 11.
The study of one and two dimensional vector spaces by organizing our knowledge of the simpler number systems. By shifting our attention from the numbers themselves to the structure of the systems, similarities will be developed in the various systems which make the real and complex number systems fit into our thinking about numbers. Course meets 2 hours per day.

Tuition: $20.00

*VECTOR GEOMETRY - (5 points) - Open to all students entering grade 12.
The study of geometric properties of one and two dimensional vector spaces, fundamental concepts, algebraic form, polar form, applications to problems of science. Course meets 2 hours per day.

Tuition: $20.00

*MATRIX ALGEBRA - (5 points) - Open to all students who have completed grade 12.
This course is a study of the algebra of matricies. Attention is given to arithmetic, properties, structure, and applications in the field of algebra and geometry. Course meets 2 hours per day.

Tuition: $20.00

*Note: These courses offer the opportunity to the student to enrich and strengthen his mathematical background. They do not replace the regular sequential mathematics courses.

English - Guidance Mutuality: Outline of Program

ABINGTON SENIOR HIGH SCHOOL
Abington, Pennsylvania

GUIDANCE, ENGLISH, AND MUTUALITY[1]

An Approach to College Guidance Via the English Class

What changes, with specific reference to college guidance, are taking place in Abington? Very briefly, they include emphasis on large group instruction, guidance assemblies, a coordinated series of parent nights, locally prepared brochures, and use of the regular classroom as a vehicle for group guidance. Before elaborating on this last-mentioned approach it might be well to note that while this article concerns itself primarily with the college preparatory student, Abington Senior High School offers comprehensive learning programs also for students interested in office occupations, business, distribution, skilled and semi-skilled trades. It should be understood, too, that while the emphasis of the article is on educational guidance, such guidance can hope to be effective only insofar as it is a part of the total context of each total individual.

The Guidance-English approach extends over a six-year span. The schedule below briefly outlines what the units are and when they are undertaken. Each unit covers a period of two to three weeks and is given to all students (exception: the college unit in grade 11 is given only to college preparatory students).

Grade	Unit	Approximate Date
7	A Look At Myself (autobiography)	September
	What's New? (orientation)	October
8	Getting Along With Others (personality study)	October
	A Look At Jobs (vocational sketch)	December
9	My Interests and Abilities (self-analysis)	February
	Looking Ahead to Senior High School (orientation)	April
10	Another Look At Myself (autobiography)	October
11	My Future Job (career planning)	November
	College, 5 W's and How (college planning)	March
12	After Graduation - What? (transitional planning)	October

Group guidance through the classroom or through large group instruction certainly is not new. Neither are guidance assemblies, parent nights, college and career conferences, and other group approaches presently practiced in the Abington secondary schools. The newness, rather, comes in terms of our recent increased utilization and emphasis on group procedures. Our self-evaluations have made it clear that we were doing many things the hard way--that much of our individual counseling could have been handled more expeditiously and effectively through groups. The growing complexity of educational-vocational planning, the high premium placed on resource people within and outside the school (e.g., counselors, college admissions representatives, etc.), the growing public concern about higher education, the accelerating rate of change of our society and its institutions, and the mushrooming of secondary school enrollments are other reasons that helped us to discover new dimensions in guidance through groups.

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[1] This is a condensation of an article which originally appeared in the 1960 Yearbook of the Associated Public School Systems.

The increasing tightness of the school day, with all of its competing priorities, helped to signal our attention to guidance through the classroom. The homeroom can help in fulfilling the school's guidance function, but currently it meets too infrequently (once every two or three weeks), and teacher training and commitment to the values and processes of the homeroom are too sporadic to insure a consistently high level of group guidance which our present young people need now. Guidance units in English classes (also in a number of other classes including psychology, health, business education, etc.) promote a considerable measure of teacher involvement in guidance. Guidance and curriculum become partners, individualization of instruction and counseling take on new meaning, and the line between teaching and guiding somehow begins to fade.

The fact that guidance is part of a regularly scheduled credit-earning course lends enhancement. Homework assignments, group discussion, and individual self-study and planning are not optional "extras," but rather integral parts of bona fide learning activity. The student finds it extremely difficult to postpone till later--and later--his plans for the present and future. The classroom frame of reference injects a note of "must" to replace the all-too-common "later" and "when I get time" clichés that have undermined too many students in their personal planning.

Guidance through the classroom makes possible more guidance for more people. As teachers become increasingly involved they find the need to call upon the counselor for consultant help. Teacher-counselor relationships are strengthened and guidance begins to permeate more fully the entire school. A foundation is thus established for more meaningful homeroom discussions and conferences and more individual counseling, which are at the heart of any effective guidance program.

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Assembly Programs in Guidance: Typical Program

ABINGTON SENIOR HIGH SCHOOL
Abington, Pennsylvania

COLLEGE--GETTING IN AND STAYING IN

(A panel discussion by college representatives
from the eastern Pennsylvania geographic area)

When:	Thursday, November 10, 1960
Where:	Auditorium, Abington Senior High School
For Whom:	All junior and senior students (Sophomore students will hear the program via the public address system.)
Time:	2:25 to 3:20 p.m. (Panel members are invited to join Abington Senior High School administrative and guidance personnel at luncheon at 12:45 p.m.)
Panel Members:	Dr. Joseph L. Brown Associate Professor of English The Pennsylvania State University Ogontz Campus, Abington, Pennsylvania
	Mr. Kirk Greer Director of Admissions Temple University Philadelphia, Pennsylvania
	Dr. Charles A. Seidle Director of Admissions Lehigh University Bethlehem, Pennsylvania
	Mr. T. Edwards Townsley Assistant Dean of Admissions Drexel Institute of Technology Philadelphia, Pennsylvania
Moderator:	Carl J. Manone Coordinator of Curriculum and Guidance Abington Senior High School

College Night: Typical Program

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania

Guidance Department

TOWNSHIP PROGRAM FOR PARENTS

December 1, 1960

College - Getting In and Staying In

Panel:

1. Dean William Pettit
   Ursinus College

2. Dr. James Gordon
   English Department
   University of Pennsylvania

3. Mr. Martin Cronlund
   Associate Director of Admissions
   Gettysburg College

Moderator: Elmore E. Pogar, Guidance Director

Interrogators: Norman Hughes, Senior Class Counselor and
Douglas Blazey, member of Senior Class,
President of Student Council

Organ Music: Gail Moritz

Suggested Questions for Discussion:

1. What have colleges done to enable the potential drop-out to remain in college?
2. What are some of the reasons for students dropping out of college? Are there indications that the drop-out can be detected before he enters college, and if so, what can the high schools do?
3. Have higher admissions standards had any influence on the drop-out picture?
4. How does the holding power of the large college compare with the small school?
5. What are your impressions of the admissions picture two to five years hence?
6. What chances has the average student with high motivation to be admitted to college?
7. What is the effect of college counseling, dormitory proctors, etc., on prolonging immaturity among students?
8. What are the relative advantages of the large versus the small college?

Additional Questions:
(Written questions will be received from the audience.)

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This program has been made possible through the assistance of:

Abington Senior High School
Dr. Eugene Stull, Principal
Dr. Irvin Karam, Vice Principal
Dr. Carl Manone, Coordinator, Curriculum & Guidance
Mr. Norman Hughes, Counselor
Mr. William Shrewsbury, Counselor
Mr. Venard Fegley, Counselor
Mr. John Althouse, Counselor
Miss Emma Haldeman, Counselor
Miss Kathryn Lauer, Counselor

Glenside-Weldon Junior High School
Mr. Clyde Bell, Counselor

Abington Junior High School
Mrs. June Mussman, Counselor
Mr. Richard Blythe, Counselor

Huntingdon Junior High School
Mrs. Elizabeth Edwards, Counselor
Miss Florine DuPuy, Counselor
Mr. Henry Johnson, Counselor

(If you have any questions relative to college admissions, consult your child's counselor.)

Career Day: Program

ABINGTON SENIOR HIGH SCHOOL
Abington, Pennsylvania

Career Conference Program
May 13, 1959

The career conferences which are outlined below are designed to offer added meaning to the school instructional program. The occupational information which will be disseminated through the various career programs should help students to be more objective and realistic in planning both their high school courses and their future vocations. Resultantly, the daily work of teachers, counselors, and administrators in the areas of instruction and guidance should be markedly enhanced. The scheduled conferences are based on the results of occupational interest questionnaires recently completed by Abington Senior High School students in grades 10 and 11. The results of the interest survey also appear below.

Occupation	Students indicating preference			Consultant	Student Chairman & Recorder	Faculty Adviser	Room Number
	Grade 10	Grade 11	Total				
Accounting and Bookkeeping	13	16	29	Mr. Bricklin, Main & Co.	Donald Mattson	Mr. R. Miller Mrs. Westerfield	245
Advertising and Art	29	29	58	Dr. Bruce Thomas, Museum College of Art	Constance Marczely	Mr. Beaver Mr. J. Olson	120
Agriculture	5	5	10	Mr. Meyer, National Agricultural School	William Poppei	Mr. Bruner Mr. Carroll	227
Airline Hostess	30	19	49	Miss Pat White	Barbara Heist	Miss Black Miss Martin	233
Architecture and Drafting	9	12	21	Mr. R. Fee, Philco Co.	Carl Berlinger	Mr. Bomberger Mr. E. Smith	205
Armed Services--Army - Men	7	6	13	Master Sergeant Stephen Gifford	Marvin Simmons	Mr. D. Clark	206
Army & Air Force - Women	3	8	11	Master Sergeant Elizabeth Shannon (WAC)	Linda Oister	Miss Christman Miss H. Clark	102
Navy - Men	9	16	25	Chief Petty Officer Stephen Fenning	Thomas O'Brien	Mr. Lucian Mr. Coleman	204
Navy & Marines - Women	7	3	10	Yeoman Second Class Martha Kasha (WAVE)	Penny Barbour	Mr. Erb Mr. Grun	103
Marines - Men	3	3	6	Acting Gunnery Sergeant Harry L. Ware	Charles Ortman	Mr. Haynes Mr. Hantjiis	211
Air Force - Men	10	11	21	Master Sergeant James Murray	Peter Cienkowski	Mr. Heverly Mr. Hubley	213

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Art and Advertising	29	29	58	Dr. Bruce Thomas, Museum College of Art	Constance Marczely	Mr. Olson Mr. Beaver	120
Auto Mechanics	14	25	39	Mr. C. Letts (Private)	Louis Cristaldi	Mr. Pinto Mr. Rapp	P216
Bacteriologist	7	1	8	Dr. James Alexander Hahneman Medical Coll.	Linda A. Watson	Mr. Toplis Dr. Vandling	238
Banking	2	1	3	Mr. R. Hance	Barbara Matthews	Miss Fisher Mr. Foster	248
Beauty Culture	11	12	23	Mrs. Lenke (Wilfred Academy)	Dorothy Ellis	Miss McFarland	210
Building Trades	9	12	21				222
Business Administration-- Retailing & Merchandising	11	17	28	Miss Tonolla, Gimbels	Carolyn Hitchner	Miss Jacobs Mr. Jurich	118
Management	5	12	17	Mr. Ottey, Main & Co.	John Paul	Miss Herzog Mr. Kerchner	113
Personnel	5	5	10	Mr. R. Diamond, Penn Salt	Shelley Lesser	Mrs. Fox Miss Konkle	115
Chemistry	13	5	18	Dr. David Gardner, Penn Salt	Arkadi Nikiforow	Mr. Alpert Mrs. Krebs	249
Creative Writing	14	6	20	Mr. F. Bates	Enid Clinchard	Mrs. Hensley Mrs. Verry	216
Dentistry	9	1	10	Dr. David Cooper, D.D.S.	Sherry Clinchard	Miss Krapf Mr. Messinger	219
Drafting and Architecture	9	12	21	Mr. R. Fee, Philco Co.	Carl Berlinger	Mr. Bomberger Mr. E. Smith	205
Dramatics	9	11	20	Mr. Gantt, Miss Lord Abington Senior H. S.	Henry Jacquelin	Miss Lang	221
Engineering-- Chemical	8	5	13	Mr. Robert Bogenrief, Rohm & Haas Co.	Stephen Downing	Mr. Rauch Mr. Rinker	250
Electrical	16	9	25	Mr. D. Gorney, Philco Co.	Robert Balderson	Mr. Lessa Mr. Cole	251
Mechanical	17	7	24	Mr. O. Carliss, Yale & Towne	David Arnaiz	Mr. Nagel Mr. Naumann	252
Industrial, Civil, and Others	5	10	15	Mr. A. Clark, Rohm & Haas Co.	John Scales	Miss Margerum Mr. Nace	253
Forestry	13	18	31	Mr. Wilfred Moll, State Department	Pete McDowell	Miss Oswald Mr. Pawling	203

Home Economics	11	4	15	Mrs. J. Wiedemann, Drexel Institute	Carol Arnold	Miss Lauer	126
Industry	11	13	24	Mr. Fred Gartling, S.P.S.	Melvin Roberts	Mr. Penfield Miss Pletz	204
Insurance and Real Estate	5	5	10	M. J. McDermott (Self)	Ronnie Garrison	Miss Lemmert Miss Plone	226
Journalism	4	8	12	Mr. Ray Brecht	Robert Gladstone	Miss Ambler Miss Lauterbach	225
Law	14	15	29	Mr. D. Gallager	Raymond Diggle	Mr. Schneller Mr. Secor	213
Mathematics	22	12	34	Mrs. Robert H. Overdeer, Penn State Univ.(Ogontz)	James Leidich	Mr. Hamill Mr. K. Miller	201
Medicine	16	20	36	Dr. J. Deininger, M.D.	John Bondi	Mr. Seltzer Mr. Showan	202
Ministry	3	2	5	Rev. Don Floyd, United Church of Christ	Henry Emerick	Miss Benjamin	249
Music	10	16	26	Dr. James Wright, West Chester State College	Virginia Felton	Mr. Gottshall Mr. Gable	M101
Nursing	25	27	52	Miss Nancy DiPasquale, Chestnut Hill Hosp.	Judith Frizell	Miss Lobach Mrs. Estrin	M100
Printing	13	8	21	Mr. W. Harry Corson, Sub. Type Setting Co.	William Bean	Mr. Armstrong	207
Psychologist	14	26	40	Mrs. H. James, Abington School District	Louise Burger	Miss Myers Mr. J. Smith	211
Radio and Television	8	7	15	Mr. A. Callahan, Philco Co.	Alfred Ashton	Mr. Young	243
Secretarial and Office Work	61	66	127	Miss F. Hoadley, First Penna. Co.	Elaine Patonetz	Miss McDonald Mrs. Taggart	Aud.
Small Business	5	12	17	Mr. P. Steel	Bette Bierlin	Mr. Reitz Mr. Sauter	240
Social Work	17	20	37	Mrs. L. Graves, Family Service	Sue Bauman	Mr. Wolf Mrs. Wolman	241
Teaching (elementary)	44	27	71	Mrs. E. Edwards, Abington School District	Collette Simone	Mrs. Powell	Audion
Teaching (secondary)	35	28	63	Dr. John Mickelson, Temple University	Gail Crabtree	Mr. Wright Mr. Bierly	Cafe A
Veterinary Medicine	5	5	10	Dr. S. Fox, Glenside (Self)	Carl Flaxman	Mr. Snodgrass Mr. Teal	242

Special Opportunities of Interest to Abington Students

ABINGTON SENIOR HIGH SCHOOL
Abington, Pennsylvania

There are a number of programs throughout the nation designed to afford special opportunities to the gifted student. Each year new programs are announced. The guidance and administrative staffs of the Abington Senior High School will be on the constant alert to bring these programs to the attention of our gifted students. A few of these programs are listed below as being of special interest to our students.

1. Northwestern University High School Institute, Evanston, Illinois. Each summer Northwestern University offers to outstanding high school students throughout the country an opportunity to pursue specialized study in the Divisions of Journalism, Speech, Music, and Engineering and Science. Between 350 and 400 students are accepted each year.

   Director of the High School Institute
   Northwestern University
   Evanston, Illinois

2. Telluride Association Summer Programs. Telluride Association is an educational fund which offers to able young men who have completed their junior year in high school full scholarships for a five-week summer program in the humanities. Applicants must take the Preliminary Scholastic Aptitude Test in their junior year.

   The Chancellor
   Telluride Association
   Ithaca, New York

3. University of Pennsylvania College of General Studies Scholarships. The University of Pennsylvania has made available two scholarships to Abington students for study in the College of General Studies, which offers courses in the late afternoon, evening, and Saturday mornings. Courses open to gifted seniors who qualify include philosophy, logic, mathematics, sociology, chemistry, and political science.

   Dr. Elizabeth F. Flower
   Department of Philosophy
   University of Pennsylvania
   Philadelphia 4, Pennsylvania

4. Trinity College, Connecticut, Summer Program. Exceptionally able students who have completed the junior year are admitted to regular college courses with college students.

   Trinity College Summer Program
   Robert M. Vogel, Dean
   Hartford 6, Connecticut

5. Worcester Foundation for Experimental Biology. In cooperation with St. Mark's School, Massachusetts, the foundation offers a nine-week pre-college science program for a selected group of unusually able boys and girls.

   Mr. Frederick R. Avis, Chairman
   Pre-Collegiate Science Summer Program
   St. Mark's School
   Southborough, Massachusetts

6. Thayer Academy Summer Program. Thayer Academy in Massachusetts offers gifted students a summer program which is intended to increase competence in science and mathematics and to introduce students to rigorous research techniques. This is a ten-week program for talented eleventh grade students.

   Thayer Academy Summer Program
   Gordon O. Thayer, Head
   Braintree, Massachusetts

7. National Science Foundation Summer Programs. Every summer the National Science Foundation cooperates with certain colleges in offering special programs for the gifted in mathematics and science. During the summer of 1960 Abington students attended a mathematics camp at Florida State University and a science camp at Bucknell University.

   National Science Foundation Summer Program
   Washington 25, D. C.

K

Application for Advanced Academic Work

ABINGTON SENIOR HIGH SCHOOL
Abington, Pennsylvania

Note to Student: If you are contemplating any kind of advanced academic work, you should discuss your plans at an early stage with the Honors Coordinator. He will outline for you the school policies relative to undertaking advanced programs, and the procedures that you should follow in securing the necessary approval.

Student's Name____ Date____________

Present school grade (circle one) 9 10 11 12 Name of secondary school____________________

Subject or program to be taken____

Name of college, high school, tutor, etc.___________________________________

Address________________________ Sponsoring Group______________________
________________________ Address ______________________

Dates for course or program____________ Semester hours or credits__________
Total number of class hours____________
Brief description of course or program______________________________________
____

Approval requested (circle one) Advanced credit Advanced placement Advanced credit & placement

Student's signature____________________________________
Parent approval: The undersigned, parents or guardians of the student above, hereby approve of (his,her) plan to undertake this program for advanced academic credit and/or placement.

Parent's signature____________________________________ Date____________

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Signatures of:

(The Honors Coordinator will indicate which signatures are required in any particular case.)

1. Subject teacher____________________ Date____________
2. Department head____________________ Date____________
3. Guidance counselor____________________ Date____________
4. Coordinator of Curriculum & Guidance____________________ Date____________
5. Principal____________________ Date____________
6. Honors Coordinator____________________ Date____________

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Student data: IQ______ Rank in class______ Grade in similar subject______
Other data:____
____

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Action taken:
☐ Program Rejected
☐ Program approved for possible advanced placement only
☐ Program approved for possible advanced placement with credit
☐ Decision pending

Comments:

Follow-up: Did student successfully complete course or program? Yes____ No____

(To be completed by the Honors Coordinator) Comments: ______________________________

____

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Has an official transcript been received? Yes_____ No_____

Grade received__________________ Credit earned_________________

Abington credit granted___________________ points

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Check: ☐ Transcript filed in student's cumulative folder.

☐ Grade, credit granted (indicate in terms of Abington points and/or college semester hours), name of course, name of institution, and dates of course recorded on student's permanent record card.

☐ This form filed in Honors Coordinator's file. (Verifax copy for student's cumulative guidance folder.)

NOTES AND COMMENTS

L

Early Admission to College

ABINGTON SENIOR HIGH SCHOOL
Abington, Pennsylvania

In 1951 twelve colleges organized the Program of Early Admission to College. Supported in part by funds from the Fund for the Advancement of Education, the program was designed to permit able students who had completed only the sophomore or junior year of high school to enter college on a full-time basis. The twelve colleges in the experiment included large and small institutions, some coeducational, some exclusively for men or women. During the four years for which the FAE gave some support to the experiment, 1350 students were admitted to the twelve colleges in this experimental program. Throughout their college years, these students were carefully compared with control groups of students who had had a conventional full high school program. The results of the experiment, reported in the bulletin They Went to College Early[1] showed that academically the early admission students excelled the control group and that in social and economic adjustment they were equal to the control group.

Two factors have operated to impede the progress of the experiment. One is the flood of regular applicants to all colleges. Admissions officers are increasingly reluctant to admit the younger students who have not graduated from high school. The second is the financial burden of sending the student to college two years earlier than the family has planned. Most national scholarship programs are not open to early admissions candidates, although the National Merit Scholarship is open to such candidates.

The twelve colleges participating in the original experiment (and many of these are continuing to admit selected early admissions candidates) include:

University of Chicago
Columbia University
Fisk University
Goucher College
Lafayette College
University of Louisville
Morehouse College
Oberlin College
Shimer College
University of Utah
University of Wisconsin
Yale University

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1. They Went to College Early, Evaluation Report No. 2, The Fund for the Advancement of Education, 477 Madison Avenue, New York 22, New York.

M

Exchange Program Supplementary Transcript

ABINGTON SENIOR HIGH SCHOOL
Abington, Pennsylvania

EXCHANGE PROGRAM
SUPPLEMENTARY TRANSCRIPT

_______________________________ represented Abington Senior High
(Name of Student)
School as an Exchange student in Berlin, Germany, for the 19 - school year.

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The above-named student completed the sophomore year ( ) at Abington, and is presently ( ) enrolled in our senior class. Because of the differences of culture, academic offerings, criteria for grading, etc., we find it extremely difficult to evaluate grades given abroad in terms of our marking system. For this reason, we are submitting this supplementary transcript which lists the subjects that were taken during the exchange year. It should probably be added that students who are selected to represent Abington abroad have met the following qualifications:

1. Good scholarship (A or B average).
2. Good character and personality (maturity, adaptability, emotional balance, good human relations, sense of humor).
3. Willingness to share one's experiences upon return to Abington (speaking, writing, etc.).
4. Desire to promote international understanding and friendship.

Subjects Taken in Germany	Abington Course Equivalent	Abington Credit Granted
		points
		"
		"
		"
		"

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Personal evaluative comments:

For Office Use Only
Transcript for Exchange student evaluated by
__________________ High School Principal
__________________ Coord. of Curr. & Guid.
__________________ Sponsor Affiliation Program
Recorded by ______________________________
(Name of Secretary)

____
(Mrs.) Edna Powell
Head of Foreign Language
Department and Sponsor of
Affiliation Program
Abington Senior High School

____
(Date)

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Cooperative Efforts of Colleges and School Systems

ABINGTON SENIOR HIGH SCHOOL
Abington, Pennsylvania

During the last few years many colleges throughout the country have cooperated with local school systems to facilitate the development of programs for the academically talented. Four which have gained wide recognition are:

Ohio Council on Advanced Placement. Representatives from a number of colleges and universities in Ohio have cooperated with high schools throughout the state to improve the preparation of teachers of the gifted. The Ohio State Department of Education has also assisted in the work of the council.

Ohio Inter-University Council
Richard M. Mall, Coordinator
Advanced Placement Program
Ohio State University
Columbus, Ohio

Carnegie Institute of Technology. In the summer of 1959, Carnegie Tech instituted a cooperative program in advanced placement with teachers in four participating high schools. Courses of study were drawn up, examinations were prepared, and continuing follow-up meetings were held.

Carnegie Institute of Technology
Advanced Placement Program
Edwin Fenton, Department of History
Pittsburgh 13, Pennsylvania

Coordinated Education Center. This is a joint enterprise of the University of Pittsburgh, the Pittsburgh Board of Public Education, the Schenley High School, a junior high school, and two elementary schools. At each school level some students will be admitted to experimental classes offered at a higher level. Some high school students will attend the university full or part time and others will take college-level courses in their high school.

Coordinated Education Center
J. Steele Gow, Jr., Director
University of Pittsburgh
Pittsburgh 13, Pennsylvania

Oregon Council on Advanced Placement. Formed in 1960, it is designed to encourage and help Oregon high schools to introduce courses of college level. It includes representatives from colleges, secondary schools, and the state department of education.

Oregon Council on Advanced Placement
Roland Bartel, State Coordinator
University of Oregon
Eugene, Oregon